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ABSTRACT

This manual provides a step-by-step discription of how to conduct a management awareness training session. Included are discussions on the target audience, goals, facilities, equipment and materials, staffing, introduction into the client organization, pre-training preparation, group composition, the training schedule and a detailed breakdown of program content. A brief history of the program's development is also provided. (Author)

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MANAGEMENT AWARENESS PROGRAM

A training program aimed at more effective supervision of disadvantaged employees

Instructor's Manual

North Carolina Manpower Development Corporation
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MANAGEMENT AWARENESS PROGRAM

INSTRUCTOR'S MANUAL

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Section I - HISTORICAL BACKGROUND

Beginning with its founding in 1967, the major objective of the North Carolina Manpower Development Corporation has been the alleviation of the state's problem of low per capita income. The efforts have focused mainly on the development of a basic training system to qualify the unemployed and underemployed for higher-paid jobs in industry and to provide a new source of motivated and skill-trainable labor for new and expanding industries in the state.

By mid-1968, the staff had acquired a considerable amount of first-hand experience in operating several pre-vocational training centers aimed at motivating and preparing people who had never held steady jobs before for entry-level employment in business and industry. Follow up contacts with trainees who had moved into industrial jobs, some of whom did not succeed, revealed that some of the difficulties and failures experienced by trainees on the job were attributable in large part to a lack of adequate skills and/or understanding by their supervisors. It seemed likely that the success rate of disadvantaged persons in industrial jobs could be improved by providing the supervisor with a training program designed to increase his understanding of disadvantaged people and the special problems they encounter in adapting to industrial work, to increase his human skills in supervising them effectively on the job, and to reduce racial prejudice in the work setting.

In August of 1968, it was decided to develop and test a short program for industrial managers and supervisors which might help meet the needs identified above. During the subsequent six months, a curriculum was designed and the associated course materials were assembled. The first presentation of the Management Awareness Program (MAP) was made in March, 1969, to a group of supervisors from a North Carolina utility company, after preliminary meetings with members of that organization's personnel and industrial relations management group. MAP was presented seven additional times during 1969; five of the sessions were conducted for a large furniture manufacturing company, ranging from the level of vice-president to department head. Format changes have been made from time to time as suggested by staff experiences and participant reactions. Interest on the part of industry has grown quite rapidly; sixteen sessions were presented to nine different organizations during 1970, and the limitation on the number of sessions offered became the lack of trained instructors.

The demand for the program continued to grow in 1971; about thirty-five sessions were conducted during the year. The basic design of the program was relatively stable by the spring of 1970, but minor modifications aimed at increased effectiveness continue to be made. By the end of 1971, a total of about fifty sessions had been presented to around thirty organizations, from the areas of manufacturing, public utilities, hospitals, construction, state agencies, and city and federal government.

As of this writing, the design of the program is stabilized, although the curriculum provides for some flexibility in the choice of specific activities to best meet the varying needs of participants from differing organizational environments. Demand for the program continues to exceed MDC's capability to

supply trained staff to conduct the program, and a movement is currently underway to institutionalize it within the structure of the State's community colleges and technical institutes.

Section II - TARGET AUDIENCE

The program is designed for presentation to organizations who are preparing to bring disadvantaged people into the hourly work force, and organizations which are already doing so but wish to increase their effectiveness in helping such people become productive, stable, promotable employees. It is particularly appropriate for use in conjunction with pre-vocational or special vocational training programs offered to the employees themselves. Since "hard-core" employees are more clearly identified by such programs, supervisory behavior toward the employees so identified is more likely to be negatively influenced by stereotyping and prejudice, unless specific steps are taken to counteract this tendency.

Within the organization, the primary audience is those who have or will have frequent, face-to-face contact with disadvantaged employees. Normally, this means first-line supervisors, but members of the personnel branch and some other managers might be included. The principal emphasis of the program is on attitudinal change and behavioral skills; hence, its major relevance is for people whose behavior toward disadvantaged people is important, as opposed to other members of the organization whose personal contacts with disadvantaged people are infrequent or who have no contact at all.

Nevertheless, in order to increase the likelihood of constructive effects, it is important that higher levels of management understand the special problems associated with disadvantaged employees. Top management support for the supervisors of disadvantaged groups is an essential condition for significant constructive change; not all of the factors affecting the success of a program for disadvantaged people are under the control of first-line supervisors. For maximum results, most organizations have found it necessary to review and modify some of their policies and procedures. For these reasons, it is desirable to convey to the policy-making level of the client organization an understanding of the needs. Therefore, a secondary audience consists of middle and top levels of management. For such groups, the acquisition of increased behavioral effectiveness is not so crucial; the principal needs are for understanding of the problems and for commitment to success. These needs can be reasonably well met with a shorter program geared primarily to conveying data and exploring potential problems, although the additional empathy likely to result from MAP represents a plus and it is recommended for higher organizational levels when the client organization can make available the appropriate personnel for the necessary length of time.

Section III - GOALS

The general goal of the program is to increase the supervisor's effectiveness in relating to his employees from the disadvantaged segments of our culture in such a way as to maximize the probability that they will become and remain productive, self-respecting, responsible members of the industrial work force.

The original assumptions leading to the development of MAP are as follows:

1. Effective functioning by a supervisor of disadvantaged employees demands a higher level of human relations skills than does comparable effectiveness with the general population of industrial employees. Effectiveness as used here connotes achieving and maintaining good productivity and morale, low absenteeism, low labor turnover, and satisfactory peer relationships.

2. Racial prejudice is common and is a significant and widespread barrier to effective working relationships.

3. The stereotype of the poor as shiftless, lazy, "no-good" people who won't work tends to operate as a self-fulfilling prophecy when held by a supervisor; it influences his expectations and his behavior toward employees in ways that tend to encourage failure rather than success. This stereotype is rather widely held among first-line industrial supervisors.

4. Attitudes held by supervisors and others can be modified to a significant degree through exposure to a training experience which generates both cognitive and affective learning.

These assumptions gave rise to the following specific training objectives:

1. Conveying an understanding of the typical behavior patterns of people from disadvantaged backgrounds, the personality structure underlying these patterns, and the environmental factors affecting their development.

2. Increasing the supervisor's awareness of the impact of his behavior on others, especially in authority relationships.

3. Providing an opportunity for him to see and experience human problem-solving approaches different from his usual behavior patterns and to identify and examine his assumptions about his own supervisory style and its effectiveness.

4. Reducing the stereotyping normally associated with poor people and the level of racial prejudice toward Blacks or other minority groups.

5. Increasing the supervisor's ability to empathize with others and to convey this through his behavior toward them, especially toward his subordinates.

In summary, it is the aim of the Management Awareness Program to increase the supervisor's intellectual understanding of what needs to be done to bring disadvantaged people into his work force, to create attitudes favorable toward attempts to do so, and to improve on the behavioral skills necessary if such attempts are to succeed.

Section IV - FACILITIES

The training activities require accommodations as follows:

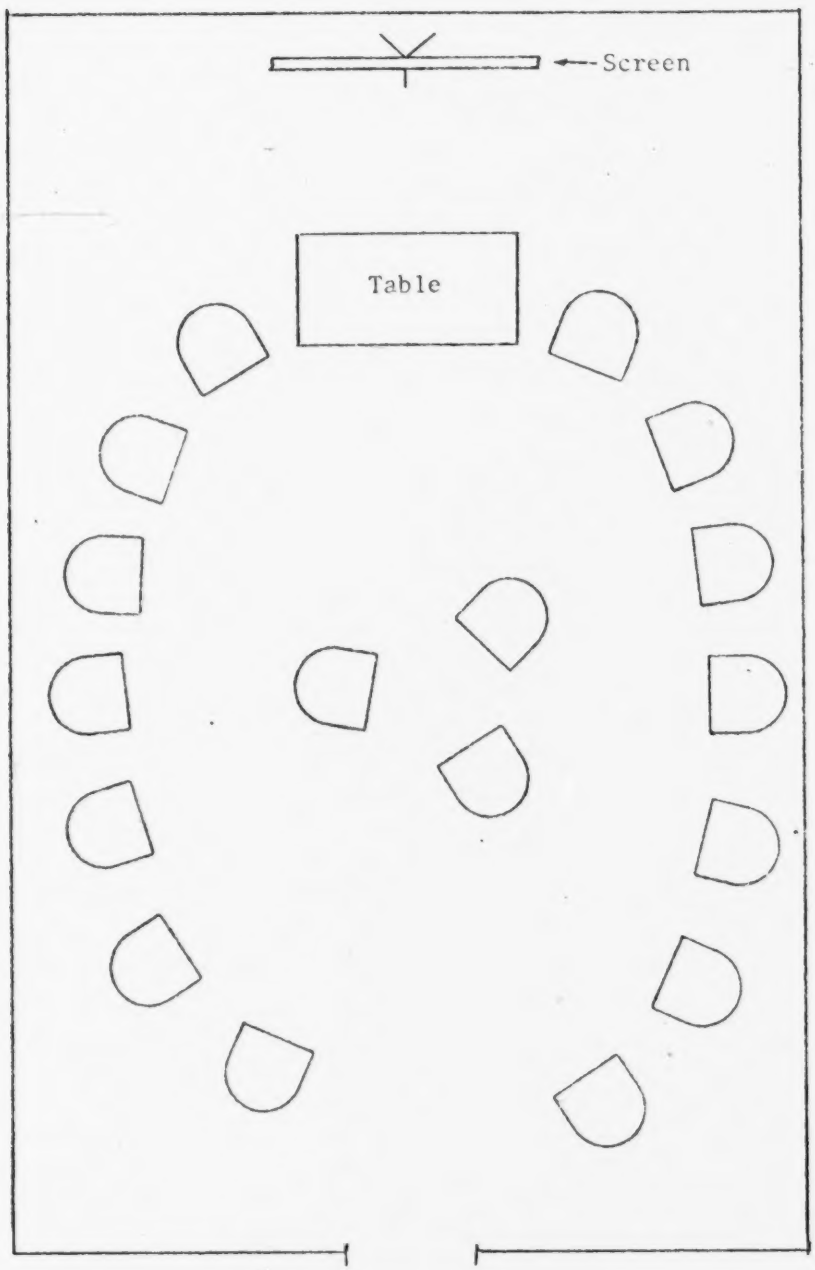
1. A room large enough to seat the trainees and the staff in a circle, preferably with comfortable chairs, including three or four extra ones, with a small table included in the circle and a screen four or five feet behind the table. The room should be at least eighteen by twenty-four feet. If the chairs do not have arms, or are otherwise unsuited for long periods of sitting without discomfort, it may be helpful to provide tables for participants.

2. A nearby area, out of earshot of the main meeting area, which will accomodate six or seven participants for short periods of time.

3. Areas within five or ten minutes walk of the main meeting room where subgroups of three or four people can have sufficient privacy to carry on a conversation without being overheard.

A schematic diagram of the room arrangement appears on the next page. Copies of this layout may be used to instruct hotel personnel in setting up the training room.

Room arrangement -- schematic layout
Eighteen by twenty-eight feet



Section V - EQUIPMENT AND MATERIALS

A. Equipment and Materials - Staff

1. Blackboard or lecturer's easel for use in main meeting room

2. Instructor's manual, including a complete set of roles, skill exercises and lecture material.

3. Notebooks for participants, including background reading materials. (See Below)

4. Supplemental reading materials to be passed out during program. (See Below)

5. Name badges for participants and staff, lettered in characters about 3/4" in height.

6. Magic markers, chalk if needed, pencils or ball-point pens for participants, masking tape, special water-erasable markers for overhead transparencies.

7. Overhead projector and lecture transparencies as follows* (Listed in order used):

   a. Introductions (1)
   b. Expectations and Concerns (1)
   c. Johari Window (8)
   d. Behavioral Styles (11)
   e. Reaction Transparency, First Day (Questions on Today's Activities) (1)
   f. Attitudes and Behavior of Disadvantaged People (5)
   g. The Cultural Chasm (4)
   h. Supervision of Minority Group Employees (4)
   i. Reaction Transparency, Second Day (Questions on Today's Activities) (1)
   j. Breakthrough in On-the-Job Training (Texas Instruments Study) (6)
   k. Talking/Listening/Observing - Task Assignments (3)
   l. A Private Talk with Myself (3)
   m. Giving and Receiving Interpersonal Help (3)
   n. Blank Transparencies (6)

   *Numbers in parenthesis indicate the number of transparencies in the set.

8. Buzzer or similar signalling device for use in role-playing sessions for cuing participants as to when to enter the problem situation.

9. Sound projector - 16 mm.

10. Film - "Everything in Its Place".

Section V

11. Film - "The Supervisor" (Billy Barnes)

12. 60-inch or larger projection screen

B. Equipment and Materials - Participants

Distributed at start of program in notebooks:

1. 3-ring binder including the materials listed below.
2. Ruled notepaper (10 or 15 sheets)
3. Reprints

    a. Break Down Your Employment Barriers
    b. A Jobs-for-Negroes Program that Flopped
    c. Successful Experience: Training Hard-Core Unemployed
    d. Breakthrough in On-the-Job Training
    e. Do You Know How to Listen
    f. The Human Side of Enterprise
    g. Helping the Hard-Core Adjust to the World of Work

Additional materials to be passed out or used during the program:

1. The Johari Window
2. Finley Jenkins and the Gulf Coast Boat Company (or another case)
3. Emotional Styles
4. The Lipton County Hospital Problem
5. Attitudes and Behavior of Disadvantaged People
6. The Cultural Chasm
7. Wake County Standard Welfare Budget
8. Supervision of Minority Group Employees
9. A Private Talk with Myself
10. Barriers and Gateways to Communication
11. Talking is Easy - Communicating is Not
12. Improving Interpersonal Perceptions
13. Feedback for Behavioral Learning
14. Brochure, Manpower Development on the Move

Section VI - STAFFING

The effectiveness of the program is more closely related to the abilities of the training staff than would be true of a purely cognitive program.

The most important requirement for the staff is skill in conducting behavioral training programs; experience of this kind is a must, since most of the program is aimed at affective, experiential learning. At least one staff member should also be experienced in the use of role-playing as a learning method, at a depth below that of simple skill development; the goals of this program relate to behavioral insight and attitudinal change.

A second important need is for a bi-racial staff. In most groups of supervisors or managers, especially in the South, there will be no Black participants. The problem of racial prejudice and its negative effects can be dealt with much more realistically and in much greater depth if a Black person is present. On the other hand, many groups of white supervisors would be detrimentally threatened by a program conducted solely by Black staff members; the combination seems better than either alone. In the event that the group includes both races, the need for both staff members is reduced, but is still present.

Lecture notes are provided for some of the topics covered; the notes in themselves are in most cases insufficient for a well-done lecture, and staff members should be thoroughly familiar with the original data from which the notes were developed. (Most of the source data is covered in the pass-out materials.)

Section VII- INTRODUCTION INTO THE CLIENT ORGANIZATION

If possible, training efforts aimed at changing the relationships between members of an organization should be undertaken from the top down rather than from the bottom up or simply within a single level of the hierarchy near the bottom. Otherwise, there is the risk of having the supervisors adopt values or modes of behavior which are inconsistent with the attitudes and values implicit in the day-to-day behavior of top and middle management, and perhaps with policies as well. To the extent this may occur, the supervisor is apt to become confused, cynical, or resentful toward his management, or simply apathetic toward attempting to meet relevant organizational goals. For example, the introduction of MAP into an organization which knowingly or unknowingly bases its policies and practices on the assumptions about people embodied in McGregor's "Theory X"[1] probably would be an error; the values underlying MAP are closely tied to the assumptions of his "Theory Y". The radical differences between these two sets of assumptions will be likely to create substantial organizational dissonance if they are acted upon simultaneously by two different segments of an organization; if top management is operating on "Theory X" assumptions, MAP is likely to be ineffective, or at best of limited effectiveness, if introduced at the bottom without adequate understanding at the top.

The other significant factor to be considered is the degree of commitment held by top management regarding any program being planned to bring in or upgrade disadvantaged people. Any such effort, to be successful, will require time, energy, and money above and beyond normal employment procedures, and will almost certainly require some modification of existing policies and practices, whether written or not.

Based on the above comments, it is recommended that means be found to encourage top management to explore the suitability of MAP for its organization, and to determine to the extent possible whether the learnings likely to result from MAP will be consistent with the learnings and changes management wants and will support. An ideal way to do this is to engage key decision-makers and/or key people who influence decisions as participants in a MAP session to provide them with first-hand experience with the program. In addition to providing management with a sound basis for deciding whether to use the program for lower levels, it is likely to increase management's skill in implementing any program it may be considering for disadvantaged groups.

In the event that top management personnel cannot be made available for the three days required for a full presentation of MAP, a shorter program may be used. At the very least, means should be found to be sure that top management is made aware of the underlying values of the program and the data to be presented so that an informed judgment can be made of the suitability of MAP for that particular organization. Lacking better opportunity, this can be done in a meeting in which the training design and content are discussed in detail.

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[1] "The Human Side of Enterprise", Douglas McGregor, published in The Management Review, 1957, 46, N. 11, 22-28.

Section VIII - PRE-TRAINING PREPARATION

Objectives:

1. Stimulate interest in participating in the program.
2. Reduce anxieties about participation.
3. Inform participants about the program and its objectives.
4. Convey to participants the support and commitment of executives of their organization.

Time Required: Approxmiately one hour (for orientation meeting)

Overview:

At the meeting one or more representatives of top management talk to prospective participants about organizational policy and goals regarding disadvantaged employees and how MAP fits into these. MDC staff members, preferably those who will conduct the program, discuss MAP goals and activities and provide opportunities for questions. If a meeting is not possible, participants receive a letter explaining the program goals and a little about some of the assumptions underlying the program design.

Equipment: None

Materials: Copies of explanatory letter (VIII-B or VIII-C) for each participant.

Section VIII - PRE-TRAINING PREPARATION

It is quite desirable to hold a preliminary meeting with prospective participants a few days prior to the intiation of the MAP training session. This provides an opportunity to acquaint those who will be in attendance of the commitment of top management to the program, a chance for both staff and participants to initiate a little climate building, and also an opportunity for dealing with any questions that may be on the participants' minds. A well-handled preliminary meeting can do much to reduce anxieties about the coming training experience, stimulate interest, and reduce resistance to the participative learning situation. A suggested orientation meeting outline is included in Section VIII-A.

If it is impractical to hold the orientation meeting with MAP staff members, it is recommended that participants have a meeting with, or receive some communication from their top management, in support of the MAP activity. In addition, a letter from some key member of the MAP training staff that explains the purposes and methods of the program to each participant is very helpful. Two sample letters are included in Sections VIII-B and VIII-C; the content is approximately the same in both, but the former is aimed at higher levels of management while the latter is couched in language more appropriate for people at the first level of supervision.

Section VIII - A - MAP PRE-TRAINING ORIENTATION MEETING OUTLINE

PURPOSE: To assure that participants understand the commitment of top management. To acquaint participants with the goals, methods, and rationale of MAP. To allow opportunity for questions from participants regarding MAP. To collect input data regarding participants' attitudes toward racial and/or disadvantaged groups and the problems the participants have or expect to have with these two dimensions of their work relationships with others.

TIME REQUIRED: Approximately one hour.

AGENDA:

1. Introduction by one or more members of top management.

   a. Corporate goals, plans, and policy regarding racial minority and/or disadvantaged employees.

      1. Recruiting
      2. Hiring
      3. Training
      4. Promotion
      5. Job Levels
      6. Performance Appraisal

   b. Emphasis on top management commitment to success and reasons for initiating the program (in general -- not just MAP).

   c. Reason for choice of participants

   d. Facilities and schedule

2. MAP staff presentation.

   a. MDC assumptions about how best to deal with problems (for these participants) -- rationale of MAP design -- general description of structure of program -- (see introduction to participants for specific points to be covered, Sections VIII-B and VIII-C).

   b. Question and answer session.

Section -B - INTRODUCTION TO THE MANAGEMENT AWARENESS PROGRAM TO THE PARTICIPANTS FROM THE TRAINING STAFF

There are many inputs influencing the success or failure of programs designed to bring minority racial or ethnic groups into any organization. To be successful implies effective, collaborative working relationships in a climate of commitment toward organizational goals, combined with a high level of personal satisfaction for members of the organization. This is a big order, and many organizations are only moderately successful by these yardsticks, even without the added complication of mixed races or the presence of minority groups such as "hard core" unemployed or disadvantaged people.

Some of the key inputs to the successful assimilation of minorities are top management commitment, non-discriminatory policies and procedures for recruiting, training, promotion, etc., and the amount of resources put into the program (time, talent, and money). However, after such decisions are made, procedures established, and resources committed, there is still one dimension of such a program which is crucial to its success -- the nature of the day-to-day relationships between individuals on the job. This is true even without the presence of minority groups within the organization. However, the presence of individuals from such groups greatly increases the difficulty of handling these relationships effectively because of the wider differences in backgrounds, assumptions, and perceptions. These usually include stereotypes of varying degrees and kinds on both sides.

The Management Awareness Program is focused on the interaction between people, in one-to-one and small-group situations, and provides participants with an opportunity for broadening the interpersonal skills important for effective relationships between people. Some of the assumptions of the staff about this kind of learning are as follows:

-- Intellectual learning from lectures and written materials is not sufficient by itself to increase our human skills very much, or to help us very much in solving the human problems in our relationships with others. Furthermore, written material on this subject is easily obtained and does not require a training group to be absorbed.

-- Learning through practice and experience has more value to the learner in terms of future application, especially when assistance is available during the practice. For example, we do not learn to play bridge or golf by only reading about them; golf or bridge can be self-taught, but better and faster results are obtained if the learner has assistance and also has an opportunity to practice under conditions where the consequences of failure are less important than usual.

-- Each individual is unique, different in important ways from all other individuals, with different past experiences, goals, skills, attitudes, and learning needs. It is not possible, therefore, for the staff to know what each of you might need or want to learn, to help you to be more effective in your relationships with others. (Most of us, however, are more effective in some kinds of situations than others, which is another way of saying that most of us could increase our effectiveness in dealing with certain kinds of problems.)

-- Given an open climate free of penalty, most of us are willing to examine our interpersonal skills. By doing so in a supportive atmosphere where other participants are doing likewise, we can identify some blind spots and widen the range of our effective approaches to human problems.

-- The function of the staff is not to provide textbook answers to the problems you face in dealing with other members of your organization. The function of the staff, as we see it, is to provide the opportunity for you to work on human problems in a climate which encourages studying the interaction of the participants as you work through different kinds of problem situations. You know best what kinds of situations and/or people give you difficulty; to the extent you don't know, you can best discover this for yourself during the program.

Based on the assumptions described above, we have developed a program in which most of the available time will be devoted to participative problem-solving by the members. This learning method sets up real-life problem situations in which participants interact with each other in an attempt to work out satisfactory solutions, usually in the presence of conflicting needs, views, and ideas. Group members are instructed as to the type of problem to be solved, but are given no instructions about what needs to be done to reach a solution. At the conclusion of each situation, the participating members and observers have an opportunity to share their reactions to what the participants did. Thus, a participant has an opportunity to try out new and more effective ways of handling interpersonal problems while retaining the useful skills he already has.

Not all the problems are related to minority groups and not all are on-the-job problems; the central issues to be dealt with are our skills in handling authority relationships, communicating our feelings effectively (both positive and negative), giving and receiving support and acceptance, and handling rejection, hostility, and resentment. The problems serve only as vehicles for looking at these basic behavioral needs; the specifics of the situation may come from job, family, club or any other group situation.

In addition to problem-solving, there will be limited opportunities for discussion of issues of interest to the group, and a small amount of written material relevant to the group's problems will be distributed. There will also be a few lectures, but these will be a minor part of the total time.

As you may have gathered from this description, you and the other members of your group will have a great deal of influence on how much you learn. You will be both student and teacher; participant and observer. We hope you will find the program a useful and rewarding experience and will feel free to raise questions, suggestions, or objections as it proceeds.

Section -C - INTRODUCTION TO THE MDC MANAGEMENT AWARENESS PROGRAM TO THE PARTICIPANTS FROM THE TRAINING STAFF

It is not easy for any business organization to develop good working relationships among employees and between employees and management.

When racial and economic "minority" groups such as the so-called "hard core" unemployed are involved, the task is that much more difficult.

For good relationships to exist in these circumstances, several conditions have to be satisfied:

1. Top management must provide a 100 per cent commitment to fair treatment for all employees.

2. Non-discriminatory policies of recruiting, training, and promotion must be adopted.

3. Sufficient resources (time, talent, money) must be made available to see that these policies are carried out.

Even when this is done, one more dimension of the problem remains to be treated. This is the nature of the day-to-day relationships between individuals as they are in contact with each other on the job.

This relationship must be considered even when racial and other minorities are not present in the work force. When they are present, more difficulties can be expected. This is because of differences in backgrounds and, consequently, in assumptions about one another.

The Management Awareness Program is focused on the interaction between people to help broaden the human skills needed for effective working relationships.

1. You can't learn much about how to deal with other people from reading about it in books.

2. You can learn how to deal with other people more effectively through practice and experience, particularly when there is assistance available for learning.

3. Every individual is unique, different in important ways from every other individual. Given the opportunity, we are generally willing to accept that each of us has his own blind spots and to work toward improving our relationships with others.

The function of the Management Awareness Program training staff is not to provide textbook answers to the problems you face in dealing with other members of your organization.

The function of the staff is to provide an opportunity for you to improve your skills in dealing effectively and openly with others in a climate which encourages self-examination.

To achieve this goal, we have developed a program in which most of the available time will be devoted to problem-solving by participation.

The problems set up real life situations in which individuals attempt to work out solutions to difficulties which come from conflicting needs, assumptions, and views. Group members are instructed about the type of problem to be solved. They are not told how to solve the problem, however. After each solution, observers and participants have a chance to react to what happened in the interaction.

In this way the participant has a chance to work out problems with others whose viewpoints are different. Then he is given an opportunity to see how the approach and solution affected observers.

Not all problems are related to minority groups. Not all deal with on-the-job problems. Some come from family, club, or other group situations.

The questions they raise have to do with:

How we handle authority relationships;

How we give and receive support and acceptance;

How we handle rejection, hostility, and resentment.

As you may have gathered, every participant has an opportunity here to be teacher as well as student. We hope you will learn from each other. Feel free to raise questions, suggestions, or objections as we go along.

Section IX - GROUP COMPOSITION

In general, the training group should be composed of participants from as near the same level of the organization as possible. The reason for this recommendation is that peer groups are generally less threatened by participative training than groups which include individuals of markedly different job status. Since more candor and trust, as well as more exposure of assumptions and more realistic behavior, will emerge in a group which is not psychologically threatened, it is desirable to make the participants feel as safe as possible. This is particularly important in view of the relatively limited time available. The presence of significant emotional blocks in the group arising out of on-the-job relationships can either divert the group from the training goals or prevent the development of the climate of openness and trust essential for effective behavioral learning. If at all practical, with small organizations, it may not always be possible to follow these recommendations, and some groups may have to include authority relationships; where this is unavoidable, the group should be split for any activities carried out in sub-groups in such a way as to avoid a boss-subordinate relationship in any sub-group.

The size of the group should be not less than ten nor more than fourteen. Smaller groups do not provide for sufficient interaction between participants; larger ones reduce the opportunity for individual participation to an ineffective level. Twelve is an ideal number; it permits subdivision into two and four sub-groups of uniform size for parts of the program.

Section X SCHEDULE

MAP is designed as a three-day program; this is the minimum length of time considered adequate for significant learning relative to the goals. The materials in this manual are adequate for a longer program, and four days would be desirable where client circumstances allow the extra length.

It is important that the program be scheduled on consecutive days; if the sessions are divided, such as one day per week, the resulting reduction in participant involvement greatly reduces the affective learning, which is probably more important than the cognitive aspects in terms of effective on-the-job changes in behavior. A feasible alternative to a consecutive schedule would be a four-day program for a group of not more than twelve or thirteen participants, divided into two-day segments.

A typical and desirable schedule begins with dinner and an orientation session, followed by three days of daytime training activities.

Although no formal night sessions are normally scheduled, other than dinner and orientation, a "live-in "arrangement is very desirable. In addition to placing the participants in a setting which minimizes their attention to day-to-day job and other concerns, this arrangement generates a great deal of informal interaction among them and greatly increases the amount of attention focused on the issues involved in the training process.

SECTION X - Training Schedule

Session One		Section
8:00 - 8:15 P.M.	Welcome and comments by client organization representatives, if present. Introduction of MAP staff members.	VII
8:15 - 8:30	Description of MDC - origin, development, and current activities emphasizing the pre-vocational training program for disadvantaged people.	VII
8:30 - 8:50	Program overview, including objectives and method	VII
8:50 - 9:45	Introductions	VII
9:45-10:15	Expectations and Concerns	VII
Session Two (First Full Day)		
8:30 - 9:00	Lecture - The Johari Window	X-B
9:00-10:30	Case - Finley Jenkins and the Gulf Coast Boat Company (or Alternative case, as desired)	X-C
10:30-10:45	Break	
10:45-11:30	Case Discussion	X-C
11:30-12:00	Lecture - Emotional Styles	X-G
12:00- 1:00	Luncheon	
1:00- 1:30	Lipton County Hospital Problem	X-C
1:30- 2:00	Testing Solutions - Lipton County Hospital Problem	X-C
2:00- 4:45	Role Playing	X-C
4:45- 5:00	Solicitation of Participant Reactions-Written and Verbal	X-D
5:00	Close	
Sessions Three (Second Day)		
8:30 - 8:45	Summary of Participant Reactions to First Day	X-D
8:45-10:30	Role Playing (continued)	X-C
10:30-10:45	Break	

		Section
10:45-12:00	Role Playing (continued	X-C
12:00--1:00	Luncheon	
1:00- 2:00	Role Playing (concluded)	X-C
2:00- 3:30	Lecture - Attitudes and Behavior of Disadvantaged People, The Cultural Chasm, and Supervision of Minority	X-E
3:30- 4:30	Films - "Everything In Its Place" "The Supervisory Interview"	X-F
4:30- 4:45	Discussion	X-F
4:45- 5:00	Collect participants' reactions to second day's activities and invite verbal responses	X-D
5:00	Close	

Session Four (Third Day)

8:30 - 8:45	Summary of Participant Reactions to Second Day	X-D
8:45 - 9:15	Lecture - "Breakthrough in On-the-Job Training"	X-H
9:15- 10:30	Skill Exercise - Supportive Listening	X-I
10:30- 10:45	Break	
10:45- 11:15	Introspective Questions and Responses - " A Private Talk with Myself:	X-J
11:15- 11:30	Lecture - "Giving and Receiving Personal Help"	X-K
11:30- 12:00	Skill Exercise - Giving and Receiving Personal Help - Exploring Individual Supervisory Styles	X-K
12:00 - 1:00	Luncheon	
1:00 - 3:00	Skill Exercise (concluded)	X-K
3:00 - 3:30	Solicitation of Verbal and Written Participant Reactions to the Overall Program	X-L
3:30	Close	

X - A. FIRST EVENING

OBJECTIVES:

1) Participants and staff members will begin to become acquainted with each other.

2) Participants will become more familiar with the goals and structure of the program.

3) Participants will begin to interact with each other and the staff.

4) Participants will begin to learn that expression of "negative" feeling and concerns about participation or any other subject will not be punished by the staff and will experience increased willingness to respond candidly.

Time Required: One and a half to two hours.

OVERVIEW:

After introductory comments by a representative of the client organization, the staff presents a description of MDC and its activities and a review of the goals and activities of the program. Participants and staff then engage in a structured exercise in which they interview and introduce each other. In the final activity of this segment, participants and staff discuss their expectations and concerns regarding the program.

Equipment and Materials:

1) Overhead projector.

2) Non-permanent transparency markers.

3) Transparencies.

4) Participant notebooks.

5) Badges.

6) Heavy felt tip markers for name badges.

SECTION X -A FIRST EVENING

1. Welcome and comments by a representative of the client organization if present. Introduction of the training staff. The client representative leaves after introducing the trainers.

2. Comments as appropriate on the schedule, facilities, meal arrangement, and dress.

3. Brief description of MDC; what it is, what its goals are, and its activities and program for disadvantaged people.

4. Review the goals of the Management Awareness Program and describe briefly the activities of the program. Briefly the goals are as follows:

   a) To increase the level of understanding of disadvantaged people; their values, attitudes, and typical behavior patterns, and the experiences they have had which have had a casual influence.

   b) Provide an opportunity for each participant to expand his human skills in dealing with subordinates, especially those from a disadvantaged background.

   c) To provide an opportunity for each participant to explore others' perceptions of his ways of relating to them and how his interpersonal approaches affect them.

Introductions

5. Each participant interviews the person sitting on his right for approximately 5 minutes and is interviewed for approximately the same length of time by the person sitting on his left. Following the interviews, each person then spends a few minutes introducing the person he has interviewed to the entire group. A transparency to guide the interviews is projected during this activity, and includes the following items:

Name
Position
Experiences
    This Organization
    Other Organizations

Family
Hobbies
Leisure Time Activities
Major On-the-Job Problems

NOTE: The training staff participates in the introductions.

6. Expectations and Concerns

Following the introductions, a new transparency is placed on the projector, which asks:

For this program, what are your

Expectations?	Concerns	Doubts, wondering, Anxieties, etc.

Participants are divided into sub-groups of 4 to 6 members each, and each group is provided with a blank transparency and a non-permanent marker. They are then asked to spend the next 10 or 15 minutes discussing these issues (how they expect the program to proceed, concerns and anxieties about being "brainwashed" or embarrassed, possible lack of competence of the staff, etc.). Each group chooses a spokesman to discuss what his group felt were the important issues, and the staff responds to this discussion is such a way as to create a climate of maximum openness and acceptance. Some explanation and clarification may be in order, but the staff should be careful not to become defensive toward the participants during this part of the program.

7. Pass out the course notebooks, noting that they are the property of the participants, and close the session.

8. After the session is closed, prepare name badges for distribution at the opening of the next session.

THE JOHARI WINDOW

OBJECTIVES:

1) Participants will use the concept in thinking about behavior, including their own, in terms of the group and also in terms of outside relationships.

2) Increased openness and freedom of communication within the program will be legitimized; participants will respond more candidly.

Time Required: About one-half hour.

OVERVIEW:

The lecture presents a simple model of relationships in which behavior is categorized into combinations of what is known versus unknown to self and/or others. The presentation emphasizes the desirable potential of increased sharing of behavior attitudinal information, both within the training context and on the job.

Equipment and Materials:

1) Overhead Projector

2) Prepared transparencies

3) Handouts of lecture notes.

THE JOHARI WINDOW

A Way of Better Understanding the Relationships Between People

The concept of the Johari Window seems to be one excellent way of graphically visualizing the relationship between individuals. It's simply a window with four quadrants. The four quadrants represent the whole person in relation to others.

Figure 1

1. Free to self and others. On top of table.	2. Blind to self, seen by others.
3. Hidden agenda - under the table.	4. Quadrant of the unknown.

Quadrant 1 is behavior and motivation which is known to self and others. It shows the extent to which two or more persons can freely give and take, work together and enjoy experiences together. The larger this area, the greater is the person's contact with reality and the more available are his abilities and needs to himself and to his associates. This can also be labelled the quadrant of openness, honesty and frankness but not naivete.

Quadrant 2, the blind area, represents behavior and motivation which is not known to self but which is readily apparent to others. The simplest illustration of this quadrant is a mannerism in speech or gesture of which the person himself is unaware but which is quite obvious to others. For example, this might be in the form of a facial twitch. Or an individual may have an excessive tendency to dominate when in a committee meeting. This tendency to dominate may be perfectly obvious to everyone else but not in the least obvious to the man who is doing the dominating. Most people's quadrant 2 is larger than they think. This is evident particularly in group or committee types of situations where an individual's behavior is under the scrutiny of many people.

Quadrant 3 is behavior and motivation which is open to self but kept away from other people. This quadrant is sometimes referred to as the Hidden Agenda. For example, a man may want to get a particular assignment from his boss in order to make himself look good as a result of carrying out the assignment, but does not tell his boss why he wants the assignment nor does he go about trying to get the assignment in an obvious way. Another illustration is the person who knows well that he resents a remark made by an individual in a meeting, but he keeps the resentment to himself. Or in a committee meeting a member may focus attention on a particular project which he knows is embarrassing to one of the other members.

A convenient way of differentiating quadrant 1 and quadrant 3 is to think of quadrant 1 as those things which are ON TOP OF THE TABLE and quadrant 3 as behaviors which are motivated by the issues under the table.

Quadrant 4 is the area of unknown activity, where behavior and motivation are not known to the individual nor to others. We know this quadrant exists because both the individual and persons with whom he is associated discover from time to time new behavior or new motives which were really there all along. An individual may surprise himself with others, for example, by taking over the group's direction during a critical period, or another person may discover that he has great ability in bringing warring factions together. He never saw himself as a peacemaker before, nor did anyone else, but the fact is that the potential for this activity and the actual behavior was there all the time.

Figure 2

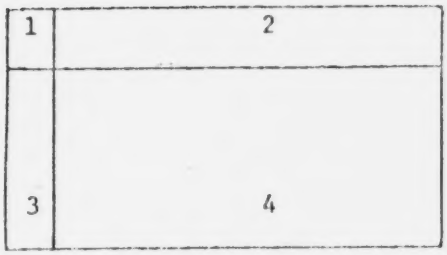

Fig. 2 illustrates how a person looks when he is in a completely new group situation or when he first meets another person. The area of open, shared activity represented in quadrant 1 is very small. People tend to behave in a relatively polite and superficial manner. Social convention provides a pattern for getting acquainted and it is considered bad form to act too friendly too soon or to reveal too much. This same constricted picture may be typical of some persons who have difficulty in relating to other persons. An overly shy person may, for example, have difficulty in developing a large quadrant 1 even after much time with a group or with another individual has elapsed. Sometimes an individual may hide behind a flurry of work or words, but very little of him becomes known or available to other individuals.

Figure 3

Fig. 3 It takes energy or psychological resources to wall off quadrants 2, 3 and 4. The larger the no. 1 quadrant, the closer to self realization is the individual in the sense that he is meeting his needs and utilizing his abilities and interests at the same time that he is making himself more available to others. It would be a mistake, however, to think of a large quadrant 1 as mere extroversion, gregariousness or sociability. Rather the emphasis is on personal freedom and capability of working with others and enjoying experiences with others according to one's needs and the work requirements. The attitude of persons to the individual illustrated in Figure 2 is often that of suspicion and distrust. On the other hand, the attitude toward persons represented in Figure 3 is often that of acceptance and understanding.

Whether the relationship is between that of peer associates, superior and subordinate, or between divisions of the company or departments, the relationships which conform to Figure 3 result in greater understanding, cooperation and freedom of activity. It has also been demonstrated to result in more creativity and higher work output, as well as individual and organizational growth. These relationships which follow the Figure 2 pattern are characterized by suspicion, distrust, tension, anxiety and backbiting, which result in lower work output and the thwarting of individual as well as organization growth. The fact is that individuals who have been used to operating on a small quadrant 1 basis find it somewhat painful, at least initially, to enlarge quadrant 1. However, the enlargement of quadrant 1 does result in a better and more productive relationship. This can be illustrated by individuals who had a blow-up with a dramatically improved subsequent relationship. It also can be illustrated by the cohesive bond of those who have been through a crisis together. Under great tension and stress we tend to reveal more of ourselves to those who are experiencing the same stress and tension.

It might again be well to emphasize that the above mentioned principles are applicable to a variety of groups and organizations as well as to individual relationships.

X-C CASE PROBLEM

OBJECTIVES:

1) Participants will become aware of the importance of looking for the underlying causes of problems rather than reacting to surface symptoms.

) Participants will discuss the problems associated with unduly rigid policies and procedures.

3) Participants will become aware of the influence of the supervisor's value system on his supervisory activities and the impact they have on the success or failure of subordinates.

4) The climate of the group will increase in openness and candor as participants and staff interact.

Time Required: One and one-half to two hours, including discussion.

OVERVIEW:

This is a participative task of the "case method" type. The community is divided into sub-groups of four to seven participants each and is given the assignment of reading, discussing, and responding to some open-ended questions at the end of a case history involving a disadvantaged white worker (Finley Jenkins) who has come from a training program to his initial assignment with the Gulf Coast Boat Company. Each sub-group is provided with a blank transparency and a non-permanent marker and asked to write out its responses to the several questions contained at the end of the case. After one hour of deliberation (depending somewhat on the size of the group) the sub-groups are brought back together and the transparencies of each are projected on the screen and discussed in some depth.

Equipment and Materials:

1) Overhead Projector
2) Blank transparencies
3) Non-permanent transparency markers
4) Copies of case study
5) Blackboard or lecturer's easel

X-C Case Problem

Assignment of Cases

Participants are divided into two or three groups of four to seven participants each for case assignments. Unless some significant reason for change develops later in the program, the composition of the two groups should remain the same for the later exercise in "Giving and Receiving Help". Also, the same groupings should be further subdivided for the Listening Exercise.

The same is assigned to each group, they are then sent to separate work areas to study the case, discuss the questions, and work toward consensus on the most appropriate response to the questions. About one hour is allowed for discussion and preparation of verbal responses for each group.

When the groups return, each is asked for a presentation and the issues are discussed. It is highly desirable if spontaneous role-playing can be generated as the discussion proceeds ("Let's test that approach; I'm so-and-so, now take the action with me that you just described", for example).

The choice of case is a function of the group make-up; the Gulf Coast Boat Case seems a good choice for industrial supervisors.

In discussing the Gulf Coast Boat Care, most participants will reach the conclusion that Jenkins' boastful behavior is a symptom of an underlying sense of inadequacy or insecurity. However, in considering how to help him, they rarely realize that the way most likely to be effective is by providing him with opportunities for success experiences which may reduce the underlying problem, including psychic rewards in the form of recognition or praise(when earned)from the supervisor. It may be helpful, at the end of the discussion, to summarize on the blackboard all actions discussed regarding how to help Jenkins and Freddie; then discuss the ideas of this paragraph if they have not been included.

FINLEY JENKINS

and

GULFCOAST BOAT COMPANY

The Gulfcoast Boat Company, of Mobile, Alabama, is a well-known builder of custom-made pleasure craft. It employs 250 people, mostly highly skilled, with an average length of service of 23 years. There is, however, a turnover problem at the helper level; helper pay is relatively low and advancement to the craftsman level is slow. The personnel manager recently became acquainted with the training programs of the Gulfcoast Manpower Development Corporation, which are designed to prepare the hard core unemployed for entry-level jobs in business and industry. He decided to fill his most recent helper opening with one of its graduates.

The new helper was Finley Jenkins, age 42. Finley is a white man, currently married to his second wife. A suit for non-support of his first wife is pending in his home state of Tennessee. Finley is a high school drop-out of average intelligence, is short and wiry, and has held more than 20 jobs since he left school, all of them unskilled. His most prominent personality trait is that he is a big talker and something of a "know-it-all". During this training at the Manpower Development Center, several staff members tried to work with him in correcting this unpleasant mannerism, but without much success. His reply to most of their counsel was "Any trouble I get into, I can also get out of without any help from anybody."

Finley was hired at Gulfcoast Boat as a painter's helper at a starting rate of $1.95 per hour in March, 1971. He was quite surprised when he met his supervisor, Shaun Brooks, for the first time. Shaun is black - he comes from the West Indies. He has been at Gulfcoast for 10 years and is a highly intelligent, analytical, cool, detached and cautious individual. His every movement and plan seem to be perfectly thought out in advance, and he has never been known to show anger. He is considered to be one of the brightest, high-potential supervisors at Gulfcoast.

Shaun noted Finley's loud and overbearing manner immediately. He wasn't particularly bothered by it, but he knew that there were some people in the work force who would be. But this possible problem didn't concern him; Finley's success, as far as Shaun was concerned, would rest on his performing the work assigned to him. That was the way he had always managed and it had always, up to now at least, proved to be the most comfortable and effective way. He also prided himself in not becoming involved in emotional issues on the job. He avoided rumors, loose talk, and discussion of personal problems at work. His only concern was the work itself - the painting of expensive pleasure boats in a skilled, professional way. He was highly capable, and took a good deal of satisfaction from the notion that the quality of his work was unbeatable.

Finley did well on his new job for the first six months, and was given the regular $0.10 hourly increase at the end of this period. His reputation as a braggart had spread throughout the company, but there had been no serious incidents, and Shaun didn't talk to him except in connection with his job. Shaun indicated that he had no reason for concern: "Everybody

knows that Finley is a big talker - mostly about himself - but it doesn't interfere with our work. And that's our only interest here at Gulfcoast, we aren't running any charm school!"

One day during the eighth month, Shaun sent Finley to the tool shed to get a special spray gun for the job they were on. Finley was glad to go, it would give him a chance to sit down for a few minutes and also to needle Freddie, the black tool room man, a little. It didn't take much to get Freddie up tight. When he got to the tool room, he made a few remarks that "got Freddie started", and Freddie refused to give him the spray gun. The argument warmed up quickly, and a fight suddenly broke out. It didn't last more than a minute, and was over as quickly as it started. Gulfcoast policy calls for immediate discharge of anyone caught fighting on company premises, and Finley and Freddie were fired on the spot. Shaun wasn't pleased with the firing of Freddie.

After the two men had been dismissed, the plant manager called a meeting of the personnel manager, Shaun, and Freddie's supervisor to discuss the case from beginning to end. Shaun's position was that Freddie should be rehired, but that the termination of Finley should remain in force. Freddie's supervisor felt less strongly than Shaun that his man should be rehired, and agreed with the personnel manager that they should stick to company policy because "that's what it is for." Besides, he indicated, if they rehired only Freddie, they might be accused of discrimination, since Finley is white and Freddie is Black.

QUESTIONS

1. In your experience as a supervisor, you have probably known people like Finley. Why is it that some people need to dominate others with their boastful talking?

2. Would the relationship between Finley and Shaun have been any different if Finley had been black?

3. How do you feel about Shaun's philosophy of management in comparison with your own?

4. You are the personnel manager and have been told by the plant manager to call a meeting with Shaun and Freddie's supervisor. Whatever this group wants to do about final termination or rehiring of them both is fine with him. What are the facts you want to establish and discuss at this meeting?

5. This case highlights the administration of written company policy when it appears there is a question as to whether it supports company objectives. What would you have done in this instance?

6. If you were the personnel manager and wanted to help Finley and Freddie, what would you do?

7. As personnel manager, would you seek additional employees from Gulfcoast Manpower after the experience with Finley?

X-C - The Lipton County Hospital Problem

OBJECTIVES:

1) Participants will discuss and read to deffering approaches to dealing with resistance and hostility from subordinates.

2) Participants will observe or participate in role-playing (without calling it that) and the subsequent discussion of the interaction that occurs during the role-playing.

3) As a result of (2) above, participants will see the advantages of "live" problem-solving versus intellectualized discussion as a method of learning about behavior.

4) Participants will gain increased awareness of the relationship between an employee's resistance and the actual or perceived frustration or denial of his own needs.

Time Required: Forty-five minutes to one hour

OVERVIEW:

The problem revolves around hostile, insubordinate responses from two employees who have refused to carry out an assigned task. A portion of a conversation between the two men and two of their supervisors is quoted in the problem; participants are asked to decide what to do next and then two pairs are asked to role-play the approaches with the staff, who role-play the two men. Staff and participants discuss the interaction process that occurs.

Equipment and Materials:

1) Copies of the problem for each participant.

THE LIPTON COUNTY HOSPITAL PROBLEM

The following incident occurred at Lipton County Memorial Hospital, in Glenvale, Virginia, in the fall of 1969.

Mr. Williams, Director of Plant Operations and Services, was advised by the architects that a new electrical conduit would have to be run from one section of the hospital to a distant area being converted for expanded X-Ray services. To avoid laying it under the floor or along the walls, or suspending it from the ceiling, he decided it should be run through the heating and ventilating system. This system consisted of square metal ducts large enough for a man to crawl through and drag the conduit with him.

Mr. Glass, Engineering & Maintenance Supervisor, agreed that this was a good plan. Mr. Williams asked him to select a couple of husky men to do the job, and Mr. Glass chose two electricians from his crew. The two men chosen objected loudly to being assigned this job. They then refused to do it and asked to see Mr. Williams.

Mr. Glass telephoned Mr. Williams and then took the two men. Walker and Davis to Mr. Williams' office. The following conversation took place:

WILLIAMS: Mr. Glass tells me you refused to take that conduit through the ventilators. Why?

WALKER (he becomes the spokesman for the two): It's too dangerous.

WILLIAMS: Where's any danger involved?

WALKER: It gets mighty hot in those ventilators. A guy could pass out in there and you'd never get him out.

WILLIAMS: Oh, it's not that hot, and even if you did pass out, we'd get you out.

WALKER: Maybe you would and maybe you wouldn't. Anyway, you won't have a chance because I'm not going.

WILLIAMS: That's the way you feel, is it?

WALKER: You're darned right, and another thing I want to tell you: It's mighty easy for you white-collar guys to sit in your cool offices and dream up these jobs. I don't see you ever doing anything to get your nice clothes messed up.

Discuss the incident and try to reach consensus within your group on what response would now be appropriate for Mr. Williams and Mr. Glass.

SECTION X-C THE LIPTON COUNTY HOSPITAL PROBLEM

Divide the group into two sub-groups. Ask each group to read the problem, discuss it, and determine the most appropriate next step for the two supervisors. Ask each group to choose two members whose job it will be to test whatever approach the group decides on, with the MAP training staff functioning as the two employees. Allow about twenty minutes for the groups to prepare their approach and choose the supervisors.

When the groups reassemble, ask one group to have their two supervisors move to the middle of the room, along with the MAP staff, and begin where the conversation in the problem left off. The staff members respond according to their own feelings about the way they are being dealt with, allowing the interaction to proceed until the situation is resolved, bogs down, or becomes repetitive. The interaction process is discussed in terms of facilitating and blocking behaviors, the feelings of the four participants, and the goals of the two supervisors. Observers' comments are solicited. The process then repeated with the two "supervisors" from the other group. Discuss with participants the idea that resistance can often be reduced more successfully and permanently by responding in ways accepting of employee needs than by using an authoritative approach which suppresses or denies them. The latter may be successful on a short-term basis but breed resentment or apathy in the long run which will cause future problems.

Live Problem-Solving

OBJECTIVES:

1) Participants will acquire new knowledge, by both observation and experience, about the cause-and-effect nature of the interaction between authority figures and subordinates.

2) Participants will get specific feedback, by their own observations and by comments from other participations and staff, about the effective and ineffective behaviors they use in role-playing problem situations.

3) Participants will experience and react, as employees, to the behaviors used by other participants in dealing with them as employees, reinforcing an awareness of the need for emphatic communication modes with subordinates.

Time Required: About six hours for five roles (somewhat variable depending on group size and composition, and the roles used); each role is used twice.

OVERVIEW:

A staff member describes how role-playing (called "problem-solving") will be used in the program and establishes some ground rules. For each role, the staff member assigns two sets of participants. Participants are briefed verbally on the background events which have led up to the point where the role begins but are left free to interact spontaneously except in a few cases where an "employee" is specifically instructed to confront his "supervisor" with a specific interpersonal stance. The two "employees" are briefed with the two "supervisors" out of the room, and vice versa. Participants not involved in the problem hear the briefings to all parties involved in the problem. The first role participants work through the problem and participate in a critique while the second group waits outside. The process is then repeated

for the second group, followed by a discussion of general principles or concepts as appropriate. The staff participates in some of the roles and also in the critique.

Equipment and Materials:

1) Buzzer or similar signalling device for cuing participants to enter the training room to become involved in the problem (not essential, but convenient, time-saving, and less disruptive than sending a messenger from the group).

2) Role assignment sheet

3) Instructions for specific roles used.

Live Problem-Solving
Introduction to Problem Solving
(To Participants)

A. This is not a program where we teach. Our goal is to help you learn about yourself, others, and the interaction between us. Each of us has different learning needs, and each of us is different from anyone else, with different past experiences, goals, skills, and attitudes. We don't know what these needs are for you as individuals; possibly each of you may have some learning needs of which you are already aware. You may also have some that you are not aware of that you may discover during the program; many of us have blind spots about ourselves.

B. Our job, as we see it, is to try to help create opportunities for you to learn whatever it may be that you want to learn. We will use problem-solving as a chance for you to work with each other in ways we hope will be helpful. Our focus will be on the behavioral techniques involved in the interaction between us and the results of them -- not on the specifics of the problems. Look at the feelings created by the behavior and interaction and at the underlying dynamics of the situation.

C. What you learn will depend mostly on each of you -- your ability to deal with the problems as real situations and to share openly your reactions to each other's behavior, not to be critical but so we can learn.

D. How we will use problem-solving in this program.

1. Two sets of participants for most problems so we will see contrasting ways of dealing with problems. Second set does not observe the first set.

2. Background of situation given to both sets; some variation to different parties, just as in real life we have differing perceptions and data about most problems.

3. No instructions given on how to deal with the problems -- be yourself and handle the situation as you see fit. Exception: "Prop role" when behavior is instructed for the purpose of confronting other participants with a specific kind of behavior or feelings.

4. After participants have worked on the problems for a while, we'll stop and talk about what happened.

5. The buzzer starts the problem -- one beep to bring in first participant, two for second, etc.

6. Please don't comment while instructions are being given, and don't discuss intructions outside -- this will tend to reduce the learning opportunities.

7. Those not in a problem may find it helpful to put themselves mentally in the place of a participant to provide a basis for reporting reactions later.

E. Ground rules:

1. Any participant can stop at any time without being required to explain or justify it.

2. Suggested focus for talking about what happened:

   a. How are you feeling?
   b. What happened to make you feel that way?
   c. Were you satisfied with your approach?
   d. Did you accomplish your goal?

3. Speculation about motives, if any, should be clearly indentified and then checked out. In general, it is not helpful to guess about someone else's motives, unless they are suggested by his behavior.

F. At this point, provide an opportunity for questions. Then ask for feeling from the group about participation. When these have been dealt with, move into role-playing. Begin by asking if there is anyone in the group who will refuse to participate if asked. If anyone does, accept this, asking him to let you know if he changes his mind later. Then assign the first role and proceed. As a general plan, the roles used should begin with simple problems involving only two people. As the program proceeds, more complex situations are used. Racial problems should be held back until the group is well-involved.

Note: For background information on the use of role-playing, see:

Zoll; Dynamic Management Education, 2nd Edition, 1970, Addison Wesley, Inc.

Corsini, Blake and Shaw: Role-Playing in Industry

Assigning Participants

Prior to beginning the problem-solving (role-playing) sessions, select enough problems to occupy the group for a few hours, until lunch or the end of the day when you will have an opportunity to choose additional roles and select the participants for them. After the evening orientation session, think about the behavior of individual participants and what roles would be most suitable for them. Your opportunities for observation have been limited, but some clues are usually available. For the first problem or two, for example, it is desirable to assign participants who have been active in the preceding session, as contrasted with those who may have seemed withdrawn or overly anxious.

The latter persons will be less threatened by participating after they have seen one or two problems worked through.

A second consideration involves the typical behavioral approaches of each participant. You will probably have an opportunity to pick up some clues about at least a few participants. You might consider using the paper entitled "Emotional Styles" (Section X - G) as a model for thinking about the behavior you have observed.

Generally speaking, each problem includes the role of at least one authority figure (supervisor, teacher, etc.) or other role which carries the major responsibility for attempting to choose and reach an appropriate resolution of the problem. The behavior required to do this varies with the underlying dynamics of the situation; one problem may call for handling hostility with understanding, another for setting limits, another for delivering "bad news", etc. Insofar as possible, assign the authority figure role to an individual whom you suspect has relative difficulty in delivering the appropriate behavior. For example, an individual who clearly appears to be a "Strong Achiever" would have little difficulty in setting limits on subordinates as required by problem #18 (though he might not do it supportively), but would be likely to have great difficulty establishing the trust required to discover the cause of the problem in #15 (acrophobia). Of course, you will frequently lack the data needed to carry out this suggestion effectively in more than a few cases. Luck will be on you side, however; if the participants are internalizing the background information, there will be some interaction between them from which productive learning can occur in nearly every problem.

Two additional criteria need to be considered in selecting participants for problems. The first of these is that every member of the group should participate as an authority figure or other pivotal role at least once. (The exception to this is a person who refuses to participate at all; a permissive stance is indicated toward this issue.) The second criterion is that each person's participation should be scheduled so that he is in the first round at one time and the second round another; otherwise, there will be some persons who have no opportunity to observe how another set of participants dealt with the same problem. This may not be an important criterion from a learning viewpoint, but participants are apt to be dissatisfied if it isn't followed.

Use the problem assignment form as illustrated for planning role assignments in advance.

A group of fourteen participants requires seven problems to meet the above criteria if each problem includes only one authority role. Each person will have participated at least twice; once in the authority role and at least once in some other capacity.

The list of problems suggested below is adequate for a group of fourteen and consists of problems frequently used with success in past programs. Only six problems are included, since the Race Relations problem includes two authority roles.

1) Absenteeism interview, No.1
2) Acrophobia, No.2
3) Personal Hygience Problem, No.3
4) Coward and Bully, No.4
5) Irate Neighbor, No.
6) Race Relations Problem, No.6

The above list is suggestive only, but has served well for groups of industrial supervisors.

Problem Assignment Form

#10
Absenteeism

e Blow
nn Doe
ll Smith
m Jones
ETC

TAFF
TAFF

Joe
Foreman

John
Operator

Bill
Foreman

Tom
Operator

On this form, names of participants and staff are listed in the left-hand column as shown. Each double column is used to assign one problem, with first and second rounds separated by the light vertical lines.

List of Problems

		Page
1)	"Absenteeism Interview" Worker lies about reason for being absent on one occasion, but has legitimate excuse on another. Both periods of absenteeism under question. The foreman feels reasons given by worker were very flimsy.	21
1.a	Same as 1, adapted to a hospital setting	23
1.b	Same as 1, adapted to an engineering setting	25
2)	"Acrophobia" Utility man(Black) tries to get out of a job because it involves climbing a ladder and he is afraid of high places. Foreman suspects that he resents being assigned dirty, routine jobs.	27
3)	"Personal Hygiene Problem" Situation: Older employee complains to supervisor about the body odor of new employee.	30
3.a	Same as 3, adapted to a hospital setting.	32
3.b.	Same as 3, adapted to a health-care center with OJT aides.	33
4)	"The Coward and the Bully" The teacher discovered that someone has drawn an obscene picture and written obscene words on the door of the girl's toilet. He is keeping the only two boys who were in a position to have committed the act in after school to resolve the problems.	35
5)	"The Irate Neighbor" Situation: Father (Black) owns a club, works at night. Wife works also; he looks after four year old son during the day. Child at play gets into trouble with white neighbor. Role opens as loud, ominous knock is heard at the door.	38
6)	Race Relations Problem	41
7)	Over-Supervision, Engineering Department	43
8)	"Off to a Bad Start" Situation: Supervisor recently hired at small plant hasn't seemed to hit it off with the employees, most of whom are Black. He goes to the manager to get some insight into the problem.	45

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9) "Competence in Question" (Institute)
Situation: Promising Black graduate of prestigious university hired at Institute of Public Health. Her competence is held in question after three months. 48

10) "Tardiness"
Situation: Black employee has tardiness problems because of poor transportation and domestic problem. 51

11) "Promotion"
Situation: The plant manager suspects that information he has received about an employee he is considering for a promotion is unreliable. He suspects that favoritism is behind this seeming dishonesty, and decides that he will not tolerate it in his plant. 53

12) "Sleeper (Discipline)"
Situation: Foreman finds the night shift trashman asleep on the job for the second time in a row. He senses that employee is hostile and resentful toward him, but must maintain discipline. 56

13) "Son Held on Vandalism Charges"
Situation: Son (Black) caught by neighbor (white) scratching profanity on picture window. 58

14) "Frustrated Foreman"
Situation: Humiliating and embarrassing domestic problems leave foreman frustrated on the job. He chews out subordinate and hs to answer for his behavior before the plant manager. 62

15) "New Employee: Slow Learning Rate"
Situation: The new employee (Black) has been working in a training program to become a weaver in a textile mill for approximately two weeks. He (she) has fallen far behind the progress expected of qualified trainee's in this position. 65

16) "Layoff"
Management must terminate one of two junior accountants. It looks as if the one (white) with many years of seniority must go, and the other (Black) should remain if business is to keep going. 68

17) "Color Me Indian"
White kindergarten operator is all set to refuse to accept child of a newly acquired friend she thinks that he is Black. She is also unaware of the fact that her friend is Indian. 71

18) "Safety Rule Violation"
Utility repair lineman violates safety standards leading to a layoff penalty. The foreman thinks he sees him in the act, but must also consider lineman's 20 year history with the company and his value to the rookie crew members that he works with before enforcing the penalty. 73

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19) "Segregated Restrooms"
New Black employee has come to see supervisor to complain that older white employee have insisted that restrooms continue to be segregated. 76

20) "His word is Binding"
White proprietor of resort establishment near Indian reservation promises all the positions of his summer workforce to the Indian community in hopes of receiving additional expansion funds for his business through the local manpower agency. He later remembers that he has committed more than half of those positions to friends and relatives back home. 79

21) "An Old Acquaintance (But not so Friendly)"
Manager whose company is accused of violating civil rights ordinances is confronted with Black federal investigator who happens to be an old college acquaintance. Unresolves racial hostility marked their past relationship. 82

22) "Seniority/Promotion"
Complaint by Black laborer about being by-passed for training for a better job. 85

23) Inteview, Racial Complaint (ESC setting) 87

24) Interview, Counseling (ESC setting) 88

25) Employer Contact (ESC setting) 89

26) Interview, Welfare Case (ESC setting) 90

27) Informal Employment Manager Interview 91

28) Dealing with Passive-Aggressive Behavior 93

29) Angry Husband (Health Care setting) 95

30) Corrective Interview (Health care setting) 97

ABSENTEEISM INTERVIEW

Cast: Finishing Foreman
Sander Operator

To Foreman:

* You are new on job; took over department 4 months ago.
* Many employees resentful; no open disagreement, but obviously not doing their best - minor breakdowns and delays, quality off some, absenteeism up, cost up.

To Sander Operator:

* With company five years; always liked your job.
* New foreman took over four months ago.
* You liked previous foreman better; he often praised your work, asked your advice on quality, obviously appreciated you and your work.
* New man has ignored you; spends time with others not doing their job as well as you are.
* Last week you took a day off to check on another job; told foreman your ride didn't come by for you. He seemed to accept that and didn't question you.
* Yesterday, wife woke up with terrible cramps and upset stomach and you stayed home to take care of her. She is better today, so you came to work. Foreman jumped you right away and said come to his office when you finish first order.
* You haven't decided about other job jet; depends on whether you feel you can have a good relationship with new foreman, talk freely to him, be appreciated, etc. - right now it seems doubtful.
* Role opens as you enter his office.

* Boss giving you hell about delays.

Sander operator was out one day last week, and didn't call in. Operator's
* excuse sounded flimsy (his ride didn't stop for him) but you did not question it - busy at the time. You checked later and found he has no previous record of significant absenteeism.

* Same guy out again yesterday; caused late shipment again.

* Boss says if you can't better control department, maybe he'll have to make a change - maybe it was a mistake giving you the job.

* When operator shows up today, you asked him to come to your office when he finishes order he's running.

* You've <u>got</u> to get these people straightened out, or you'll lose you job.

* Role opens when Sander operator appears.

<u>Questions:</u>

1) Does Sander operator decide to stay or quit? In either case, why?
2) What assumptions does the foreman appear to make about the problem, if any?
3) Does the foreman find out the real cause of the absenteeism?
   a. Attitude change leading to checking on another job.
   b. Legitimate absence yesterday.

Absenteeism Interview

Dietitian

Food Service Supervisor, Kitchen

To Dietitian:

New on this job; came to the hospital about 4 months ago; many problems: Nursing complaints about late service and slow pick-up of trays; errors in getting special diets to the right patients; complaints that nurses don't have patients ready when food is served. Absenteeism high and food costs per meal are also. Your boss has started putting pressure on you, even suggesting that if you can't get things looking better fast, he'll think he made a mistake hiring you for this job. To make matters worse, one of your Food Service Supervisors was absent last Thursday and again yesterday. When he came in Friday you asked about why he was out (he didn't call you). He mumbled something about not being able to get to work. It sounded flimsy, but you were extremely busy at the time, so you didn't say much. He was out again yesterday though without letting you know, and it caused a lot of confusion and poor service in the cafeteria. When he showed up today you told him to get the immediate needs handled and then see you as soon as possible. You've checked with personnel and he doesn't have a bad record, but his attitude is certainly going to have to change or you're going to have to take some action. You are in your office waiting for him to arrive. (1 ring.)

To Food Service Supervisor:

With the hospital five years; supervisor always liked your work. until this new dietitian took over about 4 months ago. The previous dietitian was a fine boss, very helpful, consulted you in planning and on problems; obviously valued your opinions and your contribution toward getting the job done effectively. The new one ignores you; have very little contact, and what there is is pretty impersonal. You're being dealt with more like you're a piece of the equipment rather than an experienced competent member of the organization who has valuable knowledge and ideas to contribute. Much of the satisfaction has disappeared from your work, so when you heard about a similar job opening in a hospital in a nearby town, you decided to look into it. You took last Thursday off to go for an interview; didn't call in, figured you'd just let the boss find out the hard way how much you're doing. Firday, when he asked about Thursday, you told him your ride didn't come for you (you live in the country) and you couldn't get to work. He seemed to accept that and didn't question you.

Yesterday, your wife woke up with extreme nausea, diarrhea, and stomach cramps. There was no one else to stay with her or with your four year old daughter, so you stayed home to take care of her. Your concern for her occupied your mind and you forgot to call in until later in the morning. When you remembered, you decided to heck with it, they knew by then you weren't coming anyway.

This morning when you come to work, your boss jumped you right away and said to come to the office as soon as you got things organized.

You haven't decided yet whether to take the other job, it depends on whether you think you can have the kind of relationship with the new boss that you had with the old one. Up to now it seems doubtful. You come to the office on 2 rings.

1b. Absenteeism Interview

Cast: Chief Manufacturing Engineer
Design Engineer

Company manufactures washing, sizing, and handling equipment for the fruit and vegetable industries. Products are either custom-designed or adapted from relatively standard designs to meet customer requirements. There are three design engineers and four draftsmen, all reporting to Chief Engineer. They translate customer orders into drawings and specs for manufacturing.

To Chief Engineer:

- New on job; used to be in sales engineering section; got this job four months ago when previous chief resigned.

- Productivity and quality are problems; nothing you can quite put your finger on as to cause, but you're pretty well convinced that your people aren't doing their best. Drawing errors showing up in the shop, bills of materials incomplete, and a larger engineering backlog than is desirable; beginning to delay customer shipments.

- VP for Engineering has started to lean on you about shop complaints on late drawing releases and errors; said he was beginning to think he might have made an error in promoting you; and you'd better get things straight pretty quick. At a meeting last Friday, attended by the President and other key people, the Sales Vice President announced that one customer had just cancelled an $11,000 order because the drawings had not been received by him that morning for approval as promised.

- The engineer on that job was out Thursday and didn't even let you know. Friday morning just before you left for the meeting, he said something apologetic about being absent the day before, but you were already late for the meeting and didn't have time to go into it.

- Yesterday, he was absent again; called in about 10:00 to say his wife was sick and he couldn't make it.

- This morning he came in; you told him to come to your office as soon as he took care of some questions a couple of draftsmen had for him. Meanwhile, you checked his records and found no significant record of absenteeism.

To Engineer:

- With company five years; up until new Chief Engineer got the job four

months ago, your work was rewarding and stimulating.

- Previous Chief was a pleasure to work with; it was a team effort in which your inputs to problems were sought and appreciated.

- New Chief operates very differently; apparently believes the boss's job is to tell and subordinate's to listen. Makes assignments, gives instructions, and checks up on you occasionally; more like you're a piece of the equipment than a competent person who is valued as a member of a team.

- As a result of this change in your work climate, you took last Thursday off to check on a job with another company about 30 miles away. They made you an offer, about the same as your present level, and the company seems sound and well-managed. You told them you'd let them know in about a week.

- About 11:00 that morning you realized you hadn't called in to let anyone know you wouldn't be there. You were touring the plant at the other company, and couldn't conveniently break away to call; then you decided, "what the hell, let them sweat."

- Friday, you started to apologize to the Chief; he was in a hurry, as usual, and brushed it off and left for a meeting.

- Yesterday, your wife woke up with nausea, diarrhea, and cramps, and you stayed home to take care of her and your three-year-old daughter. Called the office about 10:00 a.m. and left word you couldn't make it.

- This morning, your wife was o.k. and you went to work. Boss jumped you right away and told you to come to his office as you answered some questions for a couple of the draftsmen.

- You haven't decided about the other job; depends on whether you think things can change here so you can feel better recognized, use your abilities, and have a satisfying relationship with your boss.

- You arrive at his office at his request - 2 rings.

#2 ACROPHOBIA

Cast: Maintenance Foreman, White
Utility Man, Black

To Foreman:

You are in charge of maintenance crew taking care of plant electrical, mechanical, carpentry, cabinet work - all jobs of this kind. You have a new man, 3 months with company, first Negro in your department. Don't know much background on him, hired by Personnel, but he seems OK; good at cabinet work and refinishing furniture. Seems to get along OK with rest of crew except that you suspect that he sometimes tries to get one of them do some of his work.

It has been your policy for many years, to give undesirable, routine, dull chores to the newest man in the crew. One of these job is washing and putting up storm windows on the office building in the Fall. There are 24 windows, 12 on the first floor and 12 on the second. It is now time to put them up again. This is a one-man, unskilled job. As role opens, you have asked the new man to come to your office after he finished the job he has been doing for his new assignment, and you are to assign him the job washing and putting up windows.

To Utility Man:

You do repair jobs including carpentry, cabinet work, furniture refinishing, and painting. You're good at it; you especially like carpentry and painting, but couldn't go into either of these trades because it is difficult if not impossible for Black people to enter the building trades because of union regulations. You were lucky to find this job which allows you to use and

improve your skill. Just one thing bothers you however. You are extremely afraid of high places. Just looking down from a step ladder is like standing on the very edge of a tall building and looking down; you have the feeling of being drawn toward the edge; you get dizzy and your heart starts beating fast and hard. You've had to leave several jobs because of this fear, but it looks like you have one now that's going to work out.

You've been on this job about 3 months, and so far haven't had to do any work in high places. The boss seems to approve of your work, and you're hoping to stay with the company and get a raise soon. Your shame about this "unreasonable" fear has kept you from telling anyone about it, and you've been lucky to find a job using your skills and not having to expose your fear. Abnormal fears are things people don't understand, and you'd probably be considered a nut or a sissy.

Role opens as you go into the boss' office to get your next work assignment. You heard one of the men say something about it being time to put up the storm windows on the two-story office building, and you're concerned that the boss might ask you to do it. If this is it, your goals will be (1) to avoid being assigned this job, and (2) to stay in the good graces of the boss.

Questions:

1. Does the foreman discover the problem?
2. How does the utility man feel toward the foreman?
3. Was the utility man right in his expectation of how the foreman would react to the truth (if the foreman found out)?
4. If the foreman decided not to assign this job to the utility man, how can

he handle this with the rest of the crew? (Role-Play this with leader as crew member who demands explanation; if foreman gives real reason without prior discussion with utility man, then the crew member rides the utility man who then goes back to foreman angry at having the crew know about his problem).

5. What assumptions, if any, does the foreman make which are based on race?

PERSONAL HYGIENE PROBLEM

Cast: Supervisor, Old Employee, New Employee

Situation: Older employee complains to supervisor about body odor of new employee.

Instructions:

To Supervisor: You supervise packing operations in a plant making jelly, preserves and other food products. Six employees work together taking jars off the conveyor line and putting them into cases. You noticed that the new man you hired a few days ago sticks out from the group like a sore thumb and you wonder what's going on. You approach one of the older employees at coffee break to find out.

To Old Employee: You work with five other men taking jars off the conveyor line in a plant that makes jelly and preserves. A few day ago a new man was hired and suddenly your job became impossible. The problem is this: The new man smells so bad that you can hardly stand it. The others have complained, too. You feel that unless something is done about it you'll going to walk out. The supervisor is starting toward you now. Maybe this is the time to let him know what's going on.

To New Employee: You have a new job in food products plant putting jars in cases from conveyor line along with five others. Background: Poor, rural shack, large family, no money, no inside plumbing. This is your first job in a factory; all previous work on farm; new to factory people. They are unfriendly and seem resentful, like you're a foreigner or something. When you walk up to a group at break who are laughing and talking, they suddenly

get quiet. Supervisor asked you to see him after work. Role opens as you enter his office wondering what he wants and whether he is going to be as unfriendly as the people you're working with.

Questions:

1. Does the old employee get to the point without beating around the bush?
2. Does he have any helpful suggestions for eliminating the problem?
3. Does the supervisor choose to handle the problem himself?
4. Does he talk to the new employee without rejecting him as a person?
5. Does the new employee explain his position by telling about his living conditions?
6. Is the supervisor sympathetic? Does he offer helpful suggestions?

Personal Hygiene Problem (Hospital)

Patient Care Coordinator

Patient Care Technician, Experienced; Patient Care Technician, New.

To Patient Care Coordinator:

You supervise a group of PCTs. Have one new one, only a few days on the job. You've noticed that the others seem to avoid him and act like they don't want to be around him, but haven't had a chance to explore it. In the cafeteria today, you see one of the older employees in the group and wave him toward your table. Hoping for a chance to find out what the trouble is, whether they dislike him for some reason or there has been an argument, or what. (2 rings)

The last PCT hired must not have had much of a background or something. At least, he doesn't seem to know he's supposed to stay clean because he smells so bad you can't stand to be around him. You've talked with some of the other PCT's and, all of you agree that something has to be done and that it's the supervisor's job to do it; that's what he gets paid for. As you enter the cafteria today, the supervisor waves you to his table, so here's the chance to unload the problem and ask for action. You approach him on 1 ring.

To PCT, New

Just got the first paying job of your life, all your time before has been on a run down farm trying to make ends meet. A tumbledown house without even any running water or inside plumbing and never enough money to go around. You heard that the hospital was looking for people, and you had to do something better, so you applied, and got hired a few days ago. A difficult work situation; the other PCT's treat you like you have leprosy and avoid you in spite of your efforts to be friendly and to work hard and do your share. When you join a group at coffee break who are laughing and talking, they get quiet and break up, for instance.

You've been hoping for a chance to talk to your supervisor about their attitude to see if he can't straighten them out and make them treat you better. Just because you're from the country and they're a bunch of sharpies from town is no reason to be unfriendly to you. The boss asked you to come to the office today; now is the chance to tell him about the problem, before he gets into whatever he wants to take action with them. You come into his office on 3 rings.

Hygiene Problem

The Cast: Unit Manager
Center Internist
Clinical Assistant

To the Unit Manager:

As manager of the Center, you are responsible for coordinating all of the operational activities of the Health Center personnel: medical, nursing, paramedical, and administrative jobs. All operational, supervisory and work-flow matters are your responsibility, such as the administration of personnel procedures, scheduling work, obtaining the desired levels of productivity of employees, and applying disciplinary procedures as necessary within personnel policies. This morning you are in your office reviewing the recent expense reports and comparing them to your budget. (1 ring)

To the Center Internist:

There are two Clinical Assistants assigned at the Center, who place patients in the examining room for you, take some vital signs, and assist in preparing patients for examination. They also keep supplies in the examining rooms and perform other miscellaneous supportive duties. One of these, you have noticed, frequently has a very offensive body odor. This particular assistant has been one with whom you have found it very difficult to communicate, she is very silent, passive, and unresponsive, although she seems to do her work in a satisfactory way. Considering the difficulties you have had in trying to communicate with her, you decided it would be best for the Unit Manager to deal with this problem; possibly he has a more open relationship with her and can get through to her the importance of personal hygiene, especially in a Health Care Center, in a way that she can accept. Besides, it has been made clear to you that your responsibilities for the Clincical Assistants are of a medical-technical nature only, and that all personnel matters are to be handled by the Unit Manager. Therefore, you decided to drop into the Unit Manager's office this morning, let him know what the problem is, and tell him that you expect him to do something about it. Your position in this problem is that it is his responsibility to deal with these issues, and also that your involvement in a matter like this would increase the difficulties of getting the Clinical Assistant to accept direction from you regarding training her in proper technical conduct of her job. You come into this problem as you arrive at the office of the Unit Manager. (2 rings)

To the Clinical Assistant:

In your job at The Center, you have been learning to place patients in the examining room, take and record pulse and other vital signs, assist in preparing them for examination, keeping the examining rooms supplied properly, etc. The work has been interesting, and you are confident that you have been learning it rapidly and doing a good job. However, it has bothered you that some of the people with whom you work, especially the doctors, seem rather standoffish. It's not that they withhold any information, it's just that they seem rather aloof and distant. You've thought about it quite a bit, and have concluded that it

must be because they look down on you due to your lack of education and poor family background. You've heard before about the snobbishness of professionally trained people, but this has been your first actual experience with it. After thinking about it, you've decided to talk to your Unit Manager at the first opportunity, to see if he perhaps can communicate with the medical staff to persuade them that there is nothing wrong with being friendlier in the day-to-day work relationships, and let him know that it hurts your feelings to be treated this way. A little while ago, he said that he'd like to see you in his office, and you come into this problem as you enter his office. You don't know what he wants to talk about, but before he gets into whatever subject he wants to discuss, you'd like to discuss this issue with him, so you bring it up immediately as you arrive at his office. (3 rings.)

Note to the Trainer:

In between the interview with the Internist and Unit Manager, tell the Unit Manager that he decided to check for himself on the body odor problem and that he did discover that the Clinical Assistant in question does have a very offensive body odor.

There is no reason why the Clinical Assistant can't be a male, if there are no females in the group. Furthermore, if there are black members in the group who could take the role of the Clinical Assistant, race prejudice could be introduced as a cause of the stand-offish treatment the Clinical Assistant has been receiving.

THE COWARD AND THE BULLY

Cast: A Teacher
Two Boys (14 years old)

Situation: The teacher has discovered that someone has drawn an obscene picture and written some obscene words on the door to the girl's toilet. The teacher is keeping the only two boys who were in a position to have drawn the picture in after school to resolve the problem. This is a rural school, and the teacher has been at the school for many years.

To the Teacher: You have been teaching at the school for 35 years. You have earned a reputation for being extremely just and never punishing unfairly. You know that the only two boys who were outside at a time when the picture was drawn are the two boys that you are now keeping after school. Both boys are 14. One of the boys has been in your school for many years; you know his family and you know his parents and his background. He is somewhat timid child but has always been cooperative.

The other boy has just moved to the community a short time ago from a city school in a slum area. He comes from a poor home background, and has caused some difficulties at the school, bringing pornographic pictures, using vile language, and flooding the school with a barrage of dirty jokes. But, being extremely just, you refuse to jump to conclusions. Though he is a problem, he has never lied to you; he is mean, but honest, and will always admit to any wrongdoings.

To the First Boy (Bully): You have been at this school for only a short while. Your family has moved from a slum area because your father couldn't make a go of it in the city, and has come here to a run-down farm in this small community. Life was much better for you in the city where you had

your own gang and they knew how to have fun, and knew what the score was. You resent the whole attitude of this self-righteous group of individuals and you have been pretty hostile. These kids are squares, and you have taken it on yourself to teach them the facts of life, so you have passed around some dirty pictures, and told them shady stories, etc. One thing you are not afraid of is taking the rap for something you have done, but you absolutely will not take punishment for something you have not done. You are to play the role of a bully, a hostile, aggressive type of character who refuses to be pushed around by anyone.

To the Second Boy (Coward): You have been attending this school for a long time; your teacher and your family are very good friends and you attend the same church. Your father is a deacon of the church and a member of the school board. You have always done what was expected of you as you are too fearful to break out of a stereotype. Today you have dared to express some of your inner feelings and have drawn a very dirty picture and a few dirty words on the door to the girl's toilet. Your fear of being discovered and having your parents find out that you did this is tremendous. You know you will be badly punished if you are caught. You are also very much afraid of the other boy, a bully, who has threatened to beat you up if you do not admit having drawn the picture. You are, in other words, between the devil and the deep blue sea and don't know which way to turn.

Role opens when boys go in to talk with the teacher.

Observations:

The teacher:

1. Does he maintain discipline?
2. Is he able to handle the situation and keep the bully from over-riding the coward?

3. Does he feel comfortable in the role of an authority?
4. What is his goal in the role?

The Bully:

1. Is he able to play the bully?
2. What technique does he use to convey the bully role?
   A. Voice
   B. Physical gestures
3. Does he use profanity?
4. Does he flaunt the teacher's authority?
5. Is he able to stand up against him when the teacher orders him to do something?

The Coward:

1. Is he able to play a coward role?
2. Can he cringe under the attack of the bully?
3. What technique does he use to convey the coward role?
   A. Silence
   B. Withdrawal
   C. Fear
   D. Apprehension

THE IRATE NEIGHBOR

CAST: A father (Black) and a male neighbor (white)

SITUATION: The father owns a club and works at night. His wife is employed. Husband looks after their four year old while wife works. Role opens as a loud, ominous knock is heard on the door.

INSTRUCTIONS TO FATHER:

You have recently moved into an integrated neighborhood. Your new home is beautiful but it is expensive, so your wife had to go to work. You yourself own a small nightclub on the other side of town and you play in the band. Until better arrangements can be made you have agreed to look after your four year old son while your wife works, since you are home in the daytime. For a couple of hours in the afternoon you generally let your son go out to play in the neighborhood without supervision. The neighbors are friendly people; very receptive to the idea of integration. During this time you usually catch a few hours of uninterrupted sleep. A very loud and ominous knock has just awaken you from such a nap. After being awaken abruptly, you usually aren't the most cordial person in the world, but you recognize that it is one of your neighbors so you try hard to be cordial, and ask him to sit down.

INSTRUCTIONS TO NEIGHBOR:

You have tried being a good neighbor in your integrated neighborhood but some people push you too far. The family who moved in behind you is a good example. You aren't prejudice but you had a hunch that some people don't have the same pride and concern about their family and neighborhood. So far you have witnessed some very convincing experiences. The father of the Negro family behind you does not work as far as you know. He sends his wife

off to work in the morning an stays home with their four year old son. It seems as if he would at least do a good babysitting job, but instead he allows the child to roam around the neighborhood at will.

You and your wife, since you don't have children, take great pride in your house and yard; and spend a lot of money on it. This fall you imported some beautiful Dutch tulip bulbs, to the tune of $60. The day after planting them, your neighbor's four year old brat came over with his wheelbarrow and shovel and dug them up. Considering everything including your Christian faith you decided to let it pass.

A few weeks later you had your house repainted. While the paint was still wet, you found Junior with his wheelbarrow loaded with sand, drawing sand pictures in the wet paint. It cost you $72 to have the sand painting removed. Again you controlled you temper. But today is the living end. You just had a new walk poured around your house costing $150. You came home from work to find Junior in his galoshes and with his wheelbarrow, parading up and down in the wet cement. You are so furious you are afraid to touch him for fear you might just kill him, so you go over to the neighbor's house and tell him to get that child out of your cement and keep him home. You bang on the door, refuse to sit down, and ask him questions like why do people have children if they don't want to support or look after them,etc.? You want that child taken out of the cement and never again allowed in your yard.

OBSERVATION POINTS:

Neighbor:

1. Is he able to express hostility in a real vehement manner?
2. Is he hostilely polite?
3. Did his anger reveal an undertone of racial prejudice? Overt prejudice?

Father:

1. How does he react to the neighbor's hostility?
2. Can he recognize that the neighbor has something to gripe about?
3. Does he control the son by going out and removing him from the cement?
4. Does he introduce racial conflict into the situation?

#6 Race Relations Problem

Cast: Industrial Relations Manager
Assistant Personnel Manager (Black)
Maintenance Supervisor
Electrician
Painter

Situation (to all): The company is a manufacturer employing about 3,000. The maintenance department takes care of all routine building and equipment maintenance and repair, including minor modifications and additions. The painter and electrician have been working in the personnel offices area for the past few days, installing several new lighting fixtures and wall outlets and repainting the offices. The assistant personnel manager was hired three weeks ago. This is a training job for him, created as a part of an affirmative action program to bring minority groups into the management structure of the company. He is being trained to be the Personnel Manager of a new plant now being built by the company in another city. It is expected that when the plant is completed in about six months, he will move to that plant as Personnel Manager. He reports to the Industrial Relations Manager. So does the Personnel Manager, an attractive young white woman who is training him for his future job. He has had no prevous experience in this work.

To Assistant Personnel Manager: You were highly pleased to get this job. From what you had learned about the company, this is an organization where performance counts and race is not an issue, management neither leaning over backward to patronize you nor holding you back because of your race. You have had no experience at this work, but have been trying very hard to learn it so you can do a good job when you get to the new plant. Fortunately, the Personnel Manager is not hung up on race, and she has been most helpful and very friendly, going out of her way to be sure you learn everything and that all your questions get answered. This has involved frequent close contact, going over forms, procedures, etc.

This morning there was a critical incident. As you were about to leave the rest room, two maintenance men who have been working in the office for several days blocked your exit. They didn't touch you, but called you "Nigger", told you if you knew what's good for you, you'd leave that white woman alone and made veiled threats about some kind of action outside the plant if you didn't. They then stepped aside, and you controlled an urge to start a fight, said nothing to them,and left the restroom. You then called the Industrial Relations Manager and asked for an immediate private conference, without telling him why. He agreed. You come into the problem as you arrive at his office. (2 rings)

To Maintenance Supervisor:

For the past several days, you have had two of your best men, an electrician and a painter, assigned to the personnel offices area, adding some fixtures and repainting the offices. You will come into this problem by a call from the Industrial Relations Manager; handle the situation as you see fit. (3 rings)

To Electrician and Painter together: For several days you've been working in the personnel offices, adding some light fixtures and repainting the walls. You have noticed that there is a new Black employee who is always shoulder-to shoulder with the white Personnel Manager, a good-looking chick about 28 years old. You have seen more of this than the job could possibly require, including frequent laughter and talking.

This is a prop role for you. This morning you caught him in the men's room and let him know in no uncertain terms he'd better lay off, and suggested if he didn't you might convince him on Saturday night away from the plant. You didn't touch him, but made it very clear you meant what you were saying. He didn't respond, and you stepped aside and he left the rest room.

Your position in this problem is that his behavior with the woman was totally out of line, that you were just giving him some friendly advice on getting along better in the company, that he is a trouble-maker, probably a Panther, the company would be better off without him, and any other defenses you can come up with to resist any attempts to persuade you that you were wrong. You come into the problem on (4 rings)

Note: After the initial interview between the Industrial Relations Manager and the Assistant Personnel Manager, tell the IR Manager that be has checked with the lady Personnel Manager who says that no out-of-the way behavior has occurred; that teaching him the job does require frequent close work together, but there have been no improprieties.

Note: If time is available and it seems appropriate, this problem can be converted into a case discussion after the interaction during the problem has been worked through. Participants might be divided into two groups and asked to discuss and report on questions such as the following:

(1) Can you understand the actions taken by the electrician and painter? Can you justify them? Discuss the difference between understanding and justification.

(2) Suppose the Assistant Personnel Manager really had been flirting with the Personnel Manager. Would the actions of the painter and electrician have been justifiable:

A. If the Personnel Manager didn't object?
B. If she did object, but the two men had no way) knowing it?

(3) Assume the Assistant Personnel Manager is white rather than black, and the same incident occurred (insult and threat to the Assistant Personnel Manager). Does this change your feelings about the situation? If so, in what way?

(4) Are there any implications of error at the policy level in this company? If so, what?

#7 Over-Supervision
Engineering Department Problem

All: Custom metal fabr. company - large dryers, partly custom designed.

VP ENG- Chief valuable, productive, loyal, drives self and others - long association. Problem with turnover-several good juniors you hired have left, but recently got an excellent man from North Carolina State University - high grades, etc- high hopes for him. Chief has 6 men under him in Sales Eng to prepare proposals and drawings from sales department sketches and data. Call from chief, wants to see you and sounds upset. (1 ring)

Chief Sales Eng. Department prepares proposals and drawings from sales department sketches and data. 6 men under you. Problem of caliber of men-your VP hires green aides and expects you to fix them, causes you overtime correcting screwed up drawings, proposals poorly written, etc. Last one seems hopeless - can't ever get anything right, always have to check him very closely. Before he finished this morning you stopped by to check his work on a big job and sure enough two mispelled words in draft of proposal. Decided its too much - he goes or you go - call VP Eng to see him. (2 rings)

Jr. Eng. First job, good school record North Carolina State University, honorary scholastic faternity etc. Anxious to do well, but aren't; Chief over-supervises you, won't leave you alone long enough to finish complete proposal and drawings. Know you could do good work if he'd leave you alone until a proposal was complete and checked in final form, but he's looking over your shoulder every half-hour and criticizing everything before you finish. (3 rings)

QUESTIONS ON THE PERSONNEL MANAGER INCIDENT

1. Can you understand the actions taken by the electrician and painter? Can you justify them? Discuss the difference between understanding and justification.

2. Suppose the Assistant Personnel Manager really had been flirting with the Personnel Manager. Would the actions of the painter and electrician have been justifiable?

    a. If the Personnel Manager didn't object?
    b. If she did object, but the two men didn't know it?

3. Assume the Assistant Personnel Manager is white rather than black, and the same incident occurred (insult and threat to the Assistant Personnel Manager). Does this change your feelings about the situation? If so, in what way?

#8 OFF TO A BAD START

Cast: Plant Manager (White)
Supervisor (White)
Two Employees (Props with prepared conversation)

Situation: Supervisor recently hired at small plant hasn't seemed to hit it off with the employees, most of which are Black. He goes to the manager to find out what's wrong.

To Supervisor: You've been working at this plant for two months now. You came with no prior experience in working with Black people, and you found that the plant was nearly all Black. You decided, however, that you would bend over backwards to be a good supervisor, and a regular guy in general, no matter what it takes. In spite of all your efforts, you don't think you are well liked by the Black employees. For example, you use to eat with the employees at lunch. You tried your best to keep things lively, but nobody seemed to laugh at your jokes. In general most of the Black employees act very cool toward you. To top it off last Friday night you sponsored the annual Christmas social. In previous years, you were told that this was a grand occasion that everyone looked forward to, but this year hardly anyone showed up. This really has you shook up. You have strong needs to be liked and have never had any trouble before now. You can't help feeling that maybe you are doing something wrong, and a good talk with the manager might make you feel better about things. He has been here for about 15 years and he should know his employees. You two usually eat together and you plan to broach the subject at that time.

Instructions to Manager: About two months ago, you hired a new plant

supervisor for your fifteen employees, most of which are Black. The one he replaced did a real good job of keeping plant morale and working relationships at best, and you hated to lose him. Plant morale has dropped off some since the new hire. He isn't well liked especially by the Black employees; although he seems amiable enough. For example, it has been customary for the supervisor to sponsor the Christmas social. This event was set for last Friday night, but it folded completely, although Smith, the supervisor, had gone to great expense to insure a good party. The employees just didn't come. This puzzled you because the Christmas party had always been a grand occasion that everyone looked forward to. You wondered if Smith himself had anything to do with its failure. Your feelings were confirmed by the following conversation that you overheard between a Black and white employee:

Conversation: (To be read as written)

White Employee: Jill, I thought you were coming to the social last Friday night. What happened? The party never got started. Hardly anybody showed up.

Black Employee: I started to come, but I couldn't bear the thought of spending a whole evening with Smith. He leaves me cold.

White Employee: Why don't you and the others like him? I think he's a a very friendly person.

Black Employee: That's just the point. He tried to be too friendly, and he doesn't know how around Black people. You remember when he first started, he insisted on sitting at our table for lunch. He told one joke after another -- about Black people, of course. You know the Black man was always the

idiot in the joke. And he expected me to laugh. I wish somebody would tell him how to pronounce Nēgrō, with the long ē and the long ō like HERO. If I hear him say nigre again, I'll scream. If he wants to call me a nigger, I wish he would go ahead. At least I would know where he stands.

White Employee: What do you want to be called, Jill?

Black Employee: I prefer to be called Black, and so do most Black people. That's one word that says what it means. Nobody can get tripped up on pronouncing it.

To Manager Again: With this information you feel you know enough about the problem to see if you can relieve it some. You need to talk to Smith to see how much of this he is aware of. You think you will bring it up sometime today if you get a chance. You and Smith usually eat together; that might be a good time.

Role Opens: At the lunch table. The two are alone.

Observations:

1. Could the plant manager talk easily about the problem?
2. Did either contribute to the discomfort of the situation?
3. Was the supervisor receptive to the idea that his behavior contributed to the ill relations?
4. Did the manager show insight into the feeling of the Black employee that he overheard?

#9 COMPETENCE IN QUESTION

SITUATION: Promising Black graduate of big university hired at Institute of Public Health. Her competence in question after 3 months.

CAST: Chief of Staff, Head of Department of Testing, and Measurements, Negro Research Technician in Testing.

TO THE CHIEF: Jones, the department head of testing, has just asked for an appointment. He says he wants to discuss a problem he is having in his department. You wonder how the new research technician is working out under him. You put her directly under Jones to make sure she is trained well. She has the potential for a fine department head herself, and could probably make assistant in about a year. You certainly would like to go to the National Conference next year with an integrated executive staff. But Jones was less than enthusiastic about having her join his staff, even though he checked her credentials, which included Phi Beta Kappa; top 25% of her class; membership in two academic honorary societies; a published research paper in psychology; and recommendations from the head of the department at the university, who happens to be an old friend. You wonder if her being Black had something to do with Jones' reluctance. You hadn't thought of that before. Well you'll soon find out how things have been.

TO THE TECHNICIAN: You have a problem, but you don't know how to handle it. You like your job, but so far you haven't been able to do it because your boss will not leave you alone long enough. He stands over your shoulder constantly, wanting to see every little detail as you complete it. No wonder you can't finish a report on time. He's even started taking unfinished reports from your desk as early as three days before it was due and said, "I'd better finish this one because this one is important and it has to be right." Working under your boss, Jones, has been a very frustrating experience. He has a way of making you feel like an idiot and you resent this. You're at the point where you may be considering quitting, but this job is exactly what you want to do. You wish you could talk to someone who could help.

SCENE OPENS: Jones enters chief's office; technician may or may not enter.

OBSERVATIONS:

1. Does the chief support his role in feeing that his hiring the technician was a wise choice?
2. Does he ask to see the technician to get the other side of the story?
3. How does he resolve the "either she goes or I go" ultimatum from Jones?
4. Does Jones ever realize and admit that the problem may be over-supervision?
5. Does he accept the decision of the chief?

TO THE DEPARTMENT HEAD: You are a very conscientious staff executive, and have put in ten years at this institution. It wasn't easy at first; the small college in your home town did not prepare you for the job. But you worked hard at it and finally you had the department you now head working smoothly -- until the chief brought in that Negro psychometrician. He raved like a mad man about her credentials. You yourself never let degrees from big universities get you excited. You know it is not the degree that matters, but the quality of work you put out. You watched this new hire closely for fear she'd ruin the department record. You've never seen a Negro yet who could do an important job right. And she certainly is proof of it. She has loused up every job you have given her; and never passes a report in on time. To make deadlines you have had to finish up her work for her on several occasions. And you spend hours checking everything she passes in for fear that it's wrong. It is time you stopped covering for her and expose her to the chief for what she is. She has to go because you can't continue to do the work of two. Either she goes or you go.

#10 TARDINESS

Situation: Black employee has tardiness problem because of poor transportation and domestic problems.

Cast: Black employee and First-line Supervisor.

To Supervisor:

You received a Black employee in your department for the first time three weeks ago. Contrary to your expectations, he is a very hard worker, and does a good job. But there is one little matter that has been bothering you about him. Some of the other supervisors had warned you that you may have some absentee and tardiness problems as soon as the department integrated. This one employee has been coming in five minutes late since he started, and you feel that getting to work on time is an important part of a man's job. You've decided to talk things out with him today; but today he is almost an hour late. You are thinking that maybe you have let things get out of hand. But you are willing to sit down and listen to his explanation; you hope he has a good reason for this persistent tardiness.

To the Black Employee:

You have had a bad night. You child developed a high temperature and became dangerously ill. Your wife did what she could, but she couldn't do much with dime store aspirin and cold cloths. So you took him to the emergency clinic. There you sat for three hours before they would touch the child. You don't have any kind of insurance, and besides that, you are a bad credit risk. They took their time checking that out. They took even longer trying to secure medical coverage through welfare.

And they kept asking you embarassing questions in front of all those people. The doctor admitted your child in the hospital. He has pneumonia. You and your wife return home about 2:00 a.m. worried and exhausted. You wake up the next morning an hour later than usual. You hurry but know you won't make your bus. It takes 15 minutes of hard walking to get to the stop, and the next one does not come for another hour. You've been five minutes late since you started this job because of that bus system. Today you'll probably be an hour an five minutes late. You feel like not going to work at all. Although your boss isn't the friendliest person you know, he's a pretty fair man, and you decide to go on the work. Since you work hard on the job,there probably will not be a serious penalty for coming in this late.

Scene opens: Employee enters the office of the supervisor an hour and five minutes late, upon request.

Observations:

1. Does the supervisor listen with understanding?
2. Is he sympathetic?
3. Does he offer a sensible solution to employee's transportation problem.
4. Does the employee talk openly to supervisor?
5. Does employee feel his own problem is solvable and how?

#11 PROMOTION

Cast: Plant Manager, Supervisor, Personnel Manager

Situation: The plant manager suspects that information he has received about an employee that he is considering for a promotion is unreliable. He decides that he will not tolerate dishonesty in his plant, and attacks the sources.

Instructions:

To the Plant Manager: Your plant is adding on a new production line, and you must decide what man will supervise this new group. You have asked the personnel manager to send you the five best records of men who work on the production line. You have also asked the supervisor of that department to recommend the man he would like to see get the job. Hopefully with the records and the recommendation, you can make a good decision. The supervisor recommends a man, George Shaw, who he claims is trustworthy, has good working relations, a good attitude toward the job, is loyal, etc; and besides this he has "indisputably the best production record in the department". This looks like the man you need, but after checking with the records you find that Shaw's is not among the five best records. Something strang is going on. You have always had a funny feeling about your supervisor, but you've never been able to put your finger on anything. You think he is too friendly with his men, and feel that a person can not maintain the proper discipline and authority when he gets too close to the men under him. This George Shaw is probably some friend of the supervisor that he has already promised the job. He has apparently lied about the production record to make Shaw look good; he could have lied about everything else too. One thing you will not tolerate in your plant is dishonesty. You call in the supervisor feeling like, if he doesn't have a good explanation, you may be looking for two supervisors.

To Supervisor: Two days ago the plant manager asked you to recommend a man in your department to supervise a new line of workers he is adding on. You recommended George, a Black man in your department, who has really distinguished himself as a superior worker. He not only has had the best production record for the past ten months, but he is also well liked, cooperative, and very responsible. On several occasions he has shared some of your responsibility like training and orienting new workers to the production line. You know he could run a smooth production line. You did't bother to mention George's race in your recommendations for two reasons: First, his being Black is irrelevant to the fact that he is the best man in the department, and second, the company has never had a Black supervisor before. You feel that if you can do a good sell job before this is known, he might have a better chance. The manager has just called you in his office. Perhaps he is considering your recommendation. Now is your chance to get in and pitch hard for George.

To the Personnel Manager: Two days ago the plant manager asked you to send him the five best production records of men on the line. He's looking for a man to supervise a new line that he's adding on. You looked through the records carefully and found that a Black employee, George Shaw, has the best record in the department. But remembering what you were told when you were hired five years ago, you decided not to send his record. These were the plant manager's exact words, "Every good personnel man knows what sorta man to hire for what job. We don't much care who works production, but you know who we don't want on some of these other positions." You knew exactly what he meant and didn't ask questions. For this reason, you put George Shaw's record back on file and sent the next five. The plant manager, however, has just called you into his office, and asked you to bring Shaw's record. you don't know what's going on, but you know

you'd better have a good defense for your actions, because the manager has very little tolerance for people who don't follow orders.

Role Opens: Supervisor enters the plant manager's office. The personnel manager enters upon request, depending upon whether he is used to clear the situation. (Note: It is up to the group leader to make sure he gets involved.)

Observations:

1. Was the plant manager unreasonable and overbearing with his authority?
2. Was the supervisor believable in supporting his role--that the Black man was the best man for the job?
3. Did the personnel man defend his actions with the facts as they were?
4. Did the plant manager acknowledge that his lecture five years ago had important bearing on the situation?
5. Did anyone recognize and admit that the company was discriminating in upgrading practices?
6. Was the Black man considered for the position in the final analysis?

#12 SLEEPER (DISCIPLINE)

Cast: Night Shift Foreman
Night Shift Trash Man

To Foreman:

You have been foreman a little less than one year. Your trash man is charged with picking up trash from your department plus several others which don't operate at night, and taking it to the boiler room. This means he moves around quite a bit and is hard to keep an eye on, so you make a special point of checking on him several times each shift to be sure he's getting everything done.

He's a satisfactory employee, except that when you tell him to do something, he often kind of rolls his eyes and gives you a "go to Hell" sort of look. Never openly says anything; just acts like he'd like to.

One night last week you caught him asleep on the job, in one corner of the Lathe Department; you were busy and didn't say much to him about it, as you had never caught him doing that before. Later, though, you checked with his previous boss and found out it had happened a couple of times about a year ago, so maybe you should have had more to say about it. Tonight as you set out to check up on him, you have trouble finding him and finally locate him asleep again on the floor behind a pile of veneer.

To Trash Man:

Your job is to collect trash from your department and several others that don't operate at night, and take it to the boiler room. It's good to have this freedom to move around; the only thing that bothers you is your foreman - he's always sneaking around checking up on you like he thinks

you're trying to cheat him or something.

You have a small farm, and during the plowing and planting season you spend 10 to 12 hours a day on the tractor, which is hard work. That doesn't leave much time for sleep, and once in a while you get so tired at the plant you slip into a quiet spot for a little nap. The foreman caught you one night last week, but he just told you not do it anymore, and you don't think he'd really do anything to you; sometimes he acts like he's afraid of his men anyway.

Today you put in 12 hours on the tractor, and you're really beat, so you hid behind some veneer for a nap. The role opens with you asleep.

Questions:

1. How does the foreman handle his disapproval?
2. Is he able to establish consequences for this infringement of policy, in spite of the reasons for it? Does he find out the reasons?

#13 SON HELD ON VANDALISM CHARGES

Cast: Negro Father; 16 year old Son; White Neighbor; White Policeman

Situation: Boy is caught by neighbor scratching profanity on picture window.

To the Neighbor:

Lived here a long time, proud of home, especially since added new room on front last year with a large plate glass window overlooking street. Like neighborhood except for integration that has taken place and that there has been some vandalism from a wild teenage bunch, including some Negroes; eggs thrown at house, having stones in front walk removed and stacked in front of door, dirty words in spray paint on side of house - all when you weren't home. Tonight you stayed home with all the lights off hoping to catch whoever did this to your house. A little before 9 o'clock, you see a boy sneaking across your lawn. He comes to the window, takes something out of his pocket and starts to write on the picture window. You silently creep out the back door and come up behind him. He has a glass cutter in his hand, and there is a dirty word scratched on your window. You recognize him and know he is one of the kids who has been causing trouble; as a matter of fact he is on probation as the result of having been caught once before for breakiing out street lights. You hold him at gun point, although it isn't loaded, while you call the police. Role opens at the police stations.

To the Father:

You have one son 16 years old. He has been a good son most of the time, but a couple of years ago he started running around with a wild bunch and about 6 months ago was caught by police one night for breaking out

street lights. The Juvenile Court Judge gave him a 3 month suspended sentence and put him on a year's probation with a 9 P.M. curfew. This was a sobering experience for him, and he has behave well and stayed out of mischief ever since. His grades have improved and you have felt that everything was working out. Tonight, he left the house about 8:30 to walk to the corner drugstore for some graph paper he needed to do his homework. It is now a few minutes after 9; he should have been back before 9 if he went straight to the drugstore and back. You are worried about his being out after curfew. A phone call confirms your suspicion that something is wrong. It is your son; he is being held at the police station on a vandalism charge. You enter the police station just in time to hear a policeman hurl insults and degrading remarks at your son, and the Black race in general. You instinctively want to jump in to defend your son.

To the Son:

You have always liked to have a good time, and you used to run around with a pretty high-spirited bunch. About six months ago you got caught by the police one night breaking street lights. The Juvenile Court Judge gave you a suspended sentence based on a year's probation with a 9 P.M. curfew. This really sobered you up and you decided there were better ways to have fun and find satisfactions in life. Since then you've been sticking strictly to the rules and doing good work in school.

Tonight you needed some graph paper for math and left home about 8:30 to walk to the neighborhood drugstore to get some. On the way, you saw a guy doing something to the large front window of a darkened house.

You figured he was up to no good and started over to tell him so. As you approached, he ran. You picked up something he threw down as he ran, walked up to the window, and saw that he had scratch a dirty word on it. The something you picked up turned out to be a glass cutter. At that moment the owner of the house came up behind you, pointed a gun in your back, and accused you of marking his window. He held you at gun point while he called the police. You did not try to resist. You felt it was useless to try to defend yourself. You simply told the police you didn't do it. And ask to call your father. The role opens when you face the policeman at the station who is all to familiar.

To Policeman at Station:

A young Black hoodlum has just been brought into the station on vandalism charges. You recognize him at once because he was recently convicted on similar charges and is now on probation. You've had it up to here with scoundrels who go around destroying the property of others. These young Black toughs are always up to no good. Well, you'll going to have some law and order in this city, and you'll use this guy as an example of what will happen to scoundrels like him. When he approaches your desk to be booked, you're going to give him a good tongue lashing, and let him know, in no uncertain terms what you feel about him and his whole race of trouble-makers.

Questions:

1. Can the policeman, who is a prop, stay in his role?
2. Does the son attempt to explain? Is he convincing?

3. Does the father believe the son? Is he understanding and supportive?

4. Does the father immediately and strongly defend the son against the policeman's insults?

5. Is the truth ever recognized by all?

#14 FRUSTRATED FOREMAN

Cast: Plant Manager
Foreman

To Foreman:

You have just come to work after a series of the most humiliating, embarrassing and maddening experiences you've ever had.

Last night your next-door neighbor had a drunken brawl at his house and kept you awake all night. He's an SOB anyway - never thinks of other people. You called him at 3 A.M. to ask him to be a little more quiet, and he told you what you could do, in no uncertain terms.

You overslept, so you skipped breakfast to get to work because of rush orders. Leaving, you saw that a car had driven across the corner of your yard and torn up about 10 feet of your new hedge. Figured it was Jones on one of his drunks so you went to his house to have it out right then.

Jones didn't deny it - just said to shut up and behave or he'd knock your teeth right down your throat. And you know he's big enough to do it.

You finally got to work about an hour late, with nerves so ragged you practically had the shakes, and what do you find? Joe Blake, a new kid, has made a mistake that will delay the rush orders, or at least would have if you hadn't caught him in the nick of time.

You chewed Blake out good, and what does he do but walk out on you and head for the boss's office.

The young brat was in there for quite a while, you notice. Now the boss has called you in.

This probably means more delay on those orders, and you need to be in the plant, but the boss is the boss, so in you go.

Role opens as you enter his office.

To Plant Manager:

You have a good organization; you think all your foremen are good men and they cooperate well with you and each other.

One foreman was late coming in today; this is not good, especially since he has some rush orders to get out. Odd he didn't at least call you.

One of his men just came in really steamed up; a young, usually good-natured kid named Joe Blake. Mad as hell, said he wouldn't work for that foreman another minute and was going to quit unless you transfer him. Apparently the foreman lost his temper when Joe did something wrong, and really chewed Joe out.

After talking with Joe a while, he felt better and went back to work; you then called the foreman and asked him to come to your office when he has a chance.

Role opens as the foreman arrives at your office.

Questions:

1. Does the plant manager find out the real cause of the trouble?
2. How does the foreman feel (a) toward the plant manager, (b) toward Joe Blake, after the discussion?
3. Did the plant manager's behavior encourage the foreman to express his feelings? How, or why not?
4. Was there any decision reached for action with respect to Joe Blake and his feelings?

#15 NEW EMPLOYEE: SLOW LEARNING RATE

Cast: First line supervisor, new employee (Black)

Situation: The new employee has been in a training program for approximately two weeks, learning to become a weaver in a textile mill. He (she) has fallen far behind the progress expected of qualified trainee in this position.

To the Supervisor: Your company is presently under increasing pressure to recruit, hire, train more Black people into the work force. If the current government contracts are to be continued, the company must conform to the Civil Rights Act in all its ramifications. These defense contracts account for nearly 30 per cent of the volume, and their cancellation would be a disastrous loss for the company.

Your previous experience with Black employees is that some of the perform reasonably well on unskill jobs, but required close supervision and are often late or absent on Mondays. Now you must devise a program to train a lot of Black employee, not only for unskilled jobs, but for jobs that you have never seen them perform adequately. Within 90 days, 15 per cent of your weavers must be Black; you can imagine what effect this will have on production, costs and seconds.

After two weeks of running the training program for weavers, most of the Black trainees, as you expected, have not kept up. It looks as though you are going to have to terminate quite a few of them. Today, you must review the progress of each of them. The one you have to talk to this afternoon has been all thumbs. He (she) can't even tie a weaver's knot, much less understand the operation of a loom and the difference bewteen start ups. You have tired your best to push him (her) and have pointed out errors and lack of progress on a number of occasions. This is really a order-line case and you are considering whether or not to terminate him (her) at this particular review

period. The role opens as trainee comes into your office at your request to discuss his progress.

To the New Employee: Two weeks ago you heard about openings for employees in the weaving department. You have never worked inside a factory before; nevertheless, you applied for the job and were hired to train to operate looms in the weaving department. From the time you entered the employment office you got the feeling that you were not wanted or out of place. The people you talked to were civil, but very cold and unfriendly. And they stated at you like you were something from the zoo.

The training program is worse. Your supervisor obviously has no use for Black people. His first remarks to you were, "Well, I don't think you can do it, but I guess I don't have any other choice but to try you out." That was two weeks ago. Your instructions during these two weeks have consisted mainly of bullying, degarding remarks like, "Well, it's starting out just like I expected; why that crazy personnel department thought you could ever learn this job is beyond me."

This afternoon you have to go in for a review of your progress. You are expecting the same kind of treatment that you have received for the past two weeks. But you have decided that you will not take this kind of harrassment any longer. You'll go in and tell him just how impossible it has been to learn anything under his supervision. You are aware of the fact that the company may have to deal with a civil rights suit if they don't integrate all departments. You'll let your supervisor know in no uncertain terms, that the company will be in serious trouble as long as it permits the kind of supervision that you have had; and don't mind telling the manager. You fell you have nothing to lose from telling the supervisor what's on your mind, because he is probably going to fire you anyway. But you know you will feel

better after having told him. Role opens as you go into supervisor's office for the interview.

Observations:

1. Does the supervisor make any effort to explore trainee's reactions to job? Or does he come on in a rejecting manner?

2. What assuptions did the employee bring to the interview regarding the behavior of the supervisor during the interview? Was he correct?

3. Can the supervisor listen with understanding to the trainee's feelings about the treatment that he has been receiving?

4. Does he show a change of attitude?

LAYOFF

Cast: Manager
Chief Cost Accountant
Junior Accountant

Instructions to Manager: Business has been bad and the pressure is on to reduce overhead expenses. A couple of weeks ago you told your chief cost accountant that he would have to terminate one of his two junior accountants. These are orders delivered to you from the owner. The decision should not be hard to make because one has been with the company for 13 years and the other one, only two years. The fact that the newer accountant, Jack, is Black creates a little difficulty. But the chief is a very tactful person and you feel he can handle the situation. You have a meeting with him in a few minutes and the two of you can discuss the outcome of his decision.

To Chief: Business has been bad and the pressure is on to reduce overhead expenses. Your boss has insisted that you find some way to eliminate one of your junior accountants. This creates a problem: To keep the department going, you need to fire the accountant who has been with the company for 13 years, preceding you by 8 years, and keep the one who has only been working two years. The demands of the one remaining job will be varied and will call for high productivity, and the one who has been with you the longest is simply not competent to handle the combined jobs; whereas Jack, the newer one is unusually bright, able to think things through and handle problems independently. Besides that, Jack is a Negro. You have kept quiet the fact that he has superior abilities

for fear that it would cause ill feelings with your other accountant who is only mediocre. Jack himself probably does not know that the difficulty and responsibility of his work far exceeds that of his co-worker. You have a meeting scheduled with your boss in a few minutes. You think he needs consulting before this decision is made. You'll explain the situation to him as best you can so he can share some of the responsibility for making the decision.

To Junior Accountant: You have been with the company for 13 years in the cost accounting department. You started as an office boy after quitting high school in the ninth grade. With hard work and by going to night school, you were able to get your diploma and land this job as junior accountant seven years ago. Two years ago the company hired another junior accountant, a Negro who had completed business school. You were a little nervous about competing with him at first but you have held your own, often completing and passing in reports long before he does.

Last night you proposed to the girl you love and to your great joy, she accepted. This morning on the way to work you were thinking it's been a long time since you've had a raise. It's against your principles to ask for a raise, but you've decided that maybe this is an exception. If you get a chance to talk to the boss today, you'll jump in with the good news, followed by the raise request.

Scene Opens: Chief enters manager's office for their scheduled meeting. The junior accountant may or may nor be called in depending upon whether his position is terminated.

Questions:

1. Is the chief believable in presenting Jack, the Black man, as superior?
2. Does the manager act directly on his orders from the owner to fire one of the juniors?
3. Is the chief (or the manager) able to fire the junior without rejecting him as a person? Are the circumstances presented to the junior believable?
4. Does the junior accept the circumstances of his termination?
5. Can he maintain some sense of personal worth in the face of losing his job?
6. Could the junior express his feelings? Was he hostile? Was his hostility directed toward Jack as a Black man?

#17 COLOR ME INDIAN

Cast: Kindergarten Operator (white) Neighborhood worker (Indian)

Instructions:

To Operator: You run a kindergarten for about 20 children in your home. This year several of the children you keep have been placed there by a neighborhood worker with whom you have become quite friendly. Yesterday she called to say that she had two more children for you today. At this moment you notice from a window that she has arrived with two little girls, one of which is Negro. You have never kept a Negro child before. You have no desire to be a pioneer in race relations, and feel that you have an obligation to the parents of your other kids to keep your facility all white. You had not anticipated this problem because you didn't think the neighborhood worker would run into any Negro families in this neighborhood. Anyhow, you feel you can explain to her, because she is a very understanding person. You call her into your office as soon as she comes in.

To Worker: You have worked in a low-income white community for several months. Inspite of the fact that you are Indian, you feel you have been quite successful in this neighborhood. Part of your job is finding daycare for the children of mothers who want to work. In this process, you developed a beautiful relationship with the operator of the kindergarten where you have placed several children. For a while now, you have thought about enrolling your own two little girls since it would be more convenient for you. Unlike yourself, however, one of your daughters has strong Indian features and is dark enough to be confused for a Negro. You have found this

rather difficult to explain since you moved to this part of the state. At home in Robeson County, Indians come in all shades of brown. You doubt that the kindergarten operator has ever thought that you were anything other than white. For this reason you decided not to try to explain before hand. You would bring them over, introduce them as your daughters and let her ask the questions. But his time she does not meet you at the door, but calls you directly into her office without the girls.

Scene opens: Neighborhood worker enters office.

Questions for Observation:

1. Does the operator deal with the matter directly? Is she considerate?
2. Is the worker understanding? Or does she react?
3. Is the situation embarassing (insulting, surprising, etc.) for either?
4. What kinds of questions does the operator ask?
5. Is a resolution reached about the care of the two sisters?
6. Does the friendship remain intact?

#18 SAFETY RULE VIOLATION

Cast:: Telephone Repair Foreman
Lineman, Repair Crew

General Instructions:

Telephone repair crew performs all general maintenance of lines, working alone or in pairs.

Foreman visits men at work, providing supervision and assistance; also has safety responsibilities for men.

Much work done at top of poles, requiring climbers and safety belts to leave hands free for work.

Bad weather, power lines nearby, awkward work positions create hazards - company has strict safety including penalties such as layoffs up to three weeks for violations of standard safety practices.

Instructions to Foreman:

Among other items considered in judging your job performance is the safety record of your crew, and there is a company safety drive going on at present, including the slogan, "No job is so important that it cannot be done safely."

You have just driven up to where your lineman is working alone. As you stopped your car some distance away, you saw him on top of the pole, and thought you saw him snap his safety belt. It looks like he was working without it, and this is a violation of safety practices.

This man has been with the company 20 years, has four children, ages 5 - 12. A good man, but very independent in his thinking. Most of

the other linemen in the crew have been with the company less than a year.

You have supervised this crew for 2 years and have been with the company 10 years. He has had no accidents during the time he has worked with you.

With the safety drive on, you'd like to increase safety consciousness in the crew and improve attitudes about safety practices.

Instructions to Lineman:

You have been with the company 20 years as a lineman, and under this foreman for 2 years.

You know the job, you think somewhat better than the foreman, as he has only been with the company 10 years. You believe he has done a pretty good job as foreman, except for supervising too closely.

You are working alone on top of a pole and haven't bothered to snap your safety belt. You are always careful and use it when necessary, but sometimes it gets uncomfortable, so when you don't need it you don't snap it. You've learned tricks to give you a rest from it, like looping your leg over the cross-bar and then hooking your foot behind the pole, and since you have very strong legs, this works very well.

You see your foreman driving up, so you snap the belt. There's a safety drive on, and the company has threatened layoffs up to 3 weeks for violations. With four children you can't afford the time off - you need all you make to live on. However, you're quite sure the foreman didn't see you snap the belt.

Role opens as foreman approaches lineman.

Questions:

1. What is the foreman's goal in this situation?

2. How does he feel toward the lineman?

3. How does lineman feel toward foreman: What is his attitude toward safety practices? Is he more or less likely to follow them in the future?

#19 SEGREGATED RESTROOMS

Cast: Department Supervisor
New Negro Employee
Two Older White Employees

The Situation: New Black employee has come to see supervisor to complain that older white employee has insisted that restrooms continue to be segregated.

To the Supervisor: You have a number of new employees on the job who are Negroes; one of them has said that he has a problem he wants to talk to you about. From some things you have overheard, you suspect it may have something to do with the restrooms. Up until a year or so ago, the company had segregated restrooms for white and Negro employees. In compliance with the Civil Rights Act, the signs of identifying race were removed, but white and Negro employees have continued the former practice of using the restrooms as though they were still segregated. In other words, having removed the signs marked Negro and white has not changed any of the restroom practices.

You suspect that this new employee may be coming in to talk with you about something relating to this problem. The role opens as you enter his office.

To the New Negro Employee: You came to work with this company several weeks ago and found that the same old discrimination is still there in small ways. For instance, in this company the signs above the two men's rooms that use to say white and Negro might as well still be there. They were actually taken down quite a long while ago, but all white employees use one and all Negro employees use the other. You did not know this at first, and you noticed once or twice when you were in the restroom formerly used by

the white employees that you got some pretty hostile stares. This morning two or three of them got you off in a corner and let you know in no uncertain terms that you had better keep on using the "right" restroom; that is, the one which is for Negroes even though the sign is no longer there. This is not only unfair and insulting discrimination, it is also against the law. You are very well aware that you could file an unfair labor practice with the NLRB, or complain to the Equal Employment Opportunity Commission, and the company would be in serious trouble. You don't have to tolerate these insults, and you have decided that you are not going to stand for it. You ask your supervisor for an appointment and you are going to let him know in no uncertain terms what is going on in this department. The role opens as you come into his office.

To the Two White Employees Together: This company has employed both white and Negro people for many years and has never had any serious problems as a result of it. After enforcement of the Civil Rights Act again, the company removed the signs above the men's rooms which use to say white and Negro, but all employees have continued to use the same restrooms that they used previously except for one smart aleck Negro who just came into the company recently. Finally, the two of you got together and explained in no uncertain terms that he had better continue the same old pattern. He seemed to accept this with some resentment, but the problem seemed to be solved. Still, you noticed him going into the supervisor's office and wonder what is coming up.

Questions:

1. Does the supervisor admit that he is aware of what is going on?

2. Does he realize the seriousness of the threats made by the employee?

3. What actions does he take to solve the problem?

4. How does he deal with the two white employees behind the harassment?

#20 HIS WORD IS BINDING

Cast: Proprietor of Tourist Establishment (White)
Manpower Director (Indian)

Instructions:

To Proprietor: You are the owner of a motel, restaurant, and gift shop near a North Carolina Indian reservation. A year ago you purchased a sizeable tract of land adjoining your business with the intentions of developing it into a camp site and fishing resort for tourists. A business crisis drained most of your development funds, so you applied for a government loan. Better than you expected, you found that you could obtain funds, not as a loan but as a grant, if you presented a proposal for an economic development plan that would not only bring more money into the Indian community, but would also help stem the rising rate of unemployment among Indian youth. You were instructed to work closely with the recently established manpower center on the reservation while writing the proposal. Your prior record of hiring is none too impressive because you have always used people from back home in your business, and had done very little hiring of Indians. Yesterday when you talked to the director of the manpower center, who is no stranger to you and your business practices, you felt that you had to convince him of your commitment to the objectives of the program, so you volunteered this statement: "I hire about 25 kids every summer; to show my good faith in the program, I'll hire every Indian you bring me that can do a good day's work until all 25 jobs are filled." You now realize that you have said more than you intended. More than half of those 25 jobs you always hold open for the children of relatives and friends back home. Now you have just arrived at work, and to your

surprise more than 50 Indians are standing outside your office; with them is the manpower director. You call him into your office first and try to explain to him that you can only use about 10 of them and give the reasons why, although you realize the seriousness behind not keeping your word.

To Manpower Director: Yesterday the owner of a tourist establishment near the reservation came in to talk about his desire to obtain development funds for a fishing and camping resort. The government has made these funds available through your office. He guised his mission, you feel, under the pretense of being committed to your program objective to find jobs for the idle Indian youth. The proprietor's reputation in the area has been one of total disinterest in Indian problems. His job force is all white, and at the end of the summer most of the spending done by tourists goes right back into the white community in another part of the state. That's why you were so surprised when the owner made this statement: "I hire about 25 kids every summer; and to show my good faith in the program, I'll hire every Indian you bring me that can do a good day's work until all 25 jobs are filled." You decided to take him at his word and looked over a long list of kids looking for summer jobs. This morning, bright and early, you went with about 30 of them to the restaurant office and found about that many kids already waiting outside. The word had already gotten around. A few minutes later the owner arrived white-faced with surprise. At that moment you decided either one of two things would happen today: Twenty-five Indian kids, at least, would leave here today with a summer job promised, or you would make it clear to the proprietor that he would not receive your support for securing the funds he wanted.

You'll force him to live up to his word, if he wants that money bad enough.

Scene Opens: The two are in the office of the proprietor.

Questions for Observations:

1. Did the two reach a solution acceptable to both? Acceptable to the audience?
2. Did the director over compromise or did he stick rigidly to his role?
3. Did proprietor value maintaining relationships back home more than developing his business?
4. Did either show insight into the economic situation in Indian communities where white business has exploited the tourist trade by taking most of the money out of the community?

#21 AN OLD ACQUAINTANCE (BUT NOT SO FRIENDLY)

Cast: EEOC Investigator (Black)
Plant Manager

Instructions to the Manager: The president of the corporation of which your plant is a division, called you and informed you that the hiring practice of your plant has caused the entire corporation to be brought under a civil rights suit. The subject is discrimination, and $3 million worth of government contracts are at stake. An EEOC investigator is on his way to look at your records. Your orders are to get the company off the hook; your job may be on the line.

The investigator's name, John Doe, rings a familiar bell, and suddenly you remember why. If he is the same person, you were in college together and you two were far from the best of friends. He had been recruited from another college to play basketball. He was the first Black player on the team and damn good. You were far from happy about his addition to the team during your senior year, because you felt your chances for being considered for pro ball would be drastically affected as the result. You let him know in no uncertain terms that you didn't want him around. You did this with constant heckling; by telling degrading jokes about Black people; and by bringing special attention to signs and markers in public places which discriminated against Black people. But it seemed the more you heckled, the better he played ball. One night at a game, you decided you would show everyone once and for all what you could do. You got out on the floor and played pretty rough, but not against the other team -- but against John. You must have boned him one time too many, because the next thing you remember was waking up in the hospital. You were told that John laid you out with one blow

and you suffered a concussion. You felt better after hearing that John had left college. Fifteen years have passed, but it seems as if it all happened yesterday, or even today, because it is staring you in the face again as the receptionist escorts John Doe into your office.

Instructions to Investigator: You are Black. You are an investigator for EEOC. Your job is to prepare evidence for cases which are brought before the commission. This job is good for you. It has given you a chance to work out a lot of deep-seated frustrations, caused by a lifetime of discrimination, which has hampered personal achievement on every turn. The case you are working on at present is very important to you. You think you know the manager in a personal sort of way. If you are right, you two were in college together fifteen years ago, and were both on the basketball team. You never could figure out why he hated you so vehemantly except for the fact that you were Black. Degrading jokes about Black people was his specialty on long trips. He never could pass up a "white only" sign without throwing off about your race. You simply ignored him and kept your cool, until one night when he brought his hate out on the basketball court. He elbowed you one time too many and before you knew it, you had laid him out cold on the floor. You left college, and as the result, you were not only set back a whole semester, but your chances were ended for pro ball also. It will do you good to meet him again after all these years and under these circumstances. If you can nail this case, it will give you the satisfaction of a lifetime. It's a clear cut case of discrimination. All you need are a few dates from the files and you'll have it all sewn up. The role opens when you walk into the office and recognize the

manager.

Role Opens: Investigator walks into office of manager.

Questions:

1. Who starts the conversation?
2. Who leads the conversation?
3. What are the topics discussed?
   a. Personal (Present? or past?)
   b. Business
   c. Other People
4. Were the details of their college experience brought out?
5. Did their conversation approach a confortable situation for both? for either?
6. How is the discrimination case resolved?

#22 Seniority/Promotion

Foreman

Black Employee

Situation: Black laborer complaint about being by-passed for training for Trencher Operator; spotty work record; man hired to be trained is white.

To Foreman: One of your black laborers has said he wants to talk to you at quitting time. He's been working for you most of the time for the past four years, but has quit three times during this period and has been away several months each time. He has been back on the job about six months since the last time he quit. With this record of instability you have been doubtful about spending any time training him; besides, he has never asked for a promotion. Last week when you needed to train a Trencher Operator, you picked a newer employee who was hired about a month ago who seemed fairly reliable and ambitious. Role opens as he comes to see you. (1)

To Black Employee: You have been working for the company as a laborer for about four years, and it looks like laborer is all you'll ever be. You've seen other guys get promoted and trained for better paying jobs, but nobody has ever offered you the chance. Several times, you have quit to try another kind of work for a few months, but those situations haven't been

any better, so you've come back each time; the last time was about six months ago. The same old discrimination is still there. Last week, they picked a white guy who was hired just a month ago to train as a Trencher Operator. This time, you've decided to do something about it, and told your foreman you want to talk to him at quitting time. Role opens as you approach him. (2)

#23 INTERVIEW - RACIAL COMPLAINT (ESC SETTING)

Cast: Interviewer, Job Applicant (Black)

To Interviewer: You have just finished filling out a few forms and are now ready to talk to the next applicant. Role opens as he come to your desk; he looks familiar and you remember that you have previously interviewed and referred him to a local company who had requested a candidate for chief shipping clerk. This man had worked as an order-picker and assistant shipping clerk in a similar company before, and seemed to be able and well-qualified (unusual for a Black man in this part of the country). You didn't indicate his race, since this isn't relevant to hiring qualifications. (1 ring)

To Applicant: (by Black trainer and/or participants only)

Several days ago you applied to the local ESC office for shipping department job. You're new in this town, just moved here from Pennsylvania so your wife could be closer to her invalid, widowed mother. Had a good job where you came from as an assistant shipping clerk for a company there, and hated to give it up. However, it looked like you had it made - ESC said there was an opening for a chief shipping clerk in a local company similar to the one you left, and referred you to them with the assurance you were well-qualified and would get the job.

When you went there you got a shock. Their personnel manager's reaction was like this:

> "You mean they think we ought to hire a <u>Nigger</u> for this job?"
> "Can you read and write, boy?"

You told him you had two years of college at Johnson C. Smith University and his response was, "Yeah, that's one of those so-called colleges for colored, isn't it?'

He never invited you to sit down, and said you could never handle the crew, you wouldn't last a month.

You left there disappointed, humiliated, and mad as hell, not just at that guy but also at the ESC interviewer for putting you into a spot like that. He probably did it on purpose just to "put you in your place". Your next stop is to see that interviewer and give him a piece of your mind for what he did to you. You come into role as you arrive at his desk. (2 rings)

Cast: Interviewer, Job Applicant

To Interviewer: One of your recent applicants, with a rural background and no industrial work history, has had the GATB and you have enough information about him to be convinced that he is an excellent candidate for industrial mechanical maintenance work -- he is bright and shows a very high level of mechanical comprehension. He is coming back in today for followup and referral, but there is a problem still to be dealt with. The man has very bad breath and a very bad body odor, so much so that he is certain to have problems on any job and may even be rejected by any one of several companies who are looking for men with his abilities and interest in mechanical work. Role opens as he comes to your desk. (1 ring)

To Applicant: You have grown up on a small, run-down farm where there was never enough money. You've worked hard, patching up equipment and making it last beyond its years, and putting in twelve hours a day, but you just can't bring up a family on what it will produce. Somebody told you about the unemployment office, so you went there to see if you could get a job in one of the factories in town. They asked you a lot of questions, gave you some tests to take, and told you to come back to see about a job. You have to wait nearly an hour, but now have been called to the interviewer's desk. (2 rings)

#25 Employer Contact (ESC Setting)

Cast: Manager of Local Office; Plant Personnel Manager

To Personnel Manager: (Prop) You have recently accepted a job here as personnel manager for a large mobile home manufacturer (300 employees), and have been on the job about a month. You were formerly with a similar but smaller company in Alabama. The manager of the local ESC office has made an appointment to see you today to talk about using their talents in your hiring procedures, and you would like very much to do this, since your own office is understaffed and you are deeply involved in other problems. You can foresee one possible problem; this is the question of race. You've tried Black people in semi-skilled and skilled jobs in Alabama, and they just didn't work out. In this company, it wouldn't work either - there are Blacks in unskilled jobs - janitor, etc. - but none at semi-skilled or higher levels, much less in the office. Furthermore, you're pretty sure these Eastern North Carolina lower class whites wouldn't put up with it.

You now have openings for several carpenters, one pipefitter, one junior grade electrician, and one general office clerk; you'd like to have some help from ESC in filling these jobs. Your goal today is to create an informal understanding with the local office that no Black applicants are to be referred for jobs at this level. This is a rather delicate problem, since you can't go on record with this policy, but you can't take the risk of having Black applicants sent to you who will have to be turned down and maybe complain to EEOC. Therefore, you must use any means and all the skills you can to reach an understanding with the local ESC manager. He is arriving at your office now. (1 ring)

To Office Manager: You have arranged an appointment with the new personnel manager of a large local manufacturer of mobile homes in the area. The purpose of your visit is to acquaint him with the services ESC has to offer and to pursuade him to rely on your office for screening and referral of job applicants. You are fairly new in your job; you were promoted to Manager and transferred here from an office in the western part of the state. Unemployment is high in this area, especially among Black people, yet this office has not had a very good record in generating a high demand for its services. You want badly to get this company to use the services of your office, to start showing some improvement in performance. You arrive at his office. (2 rings)

#26 Interview - Welfare Case (ESC Setting)

Cast: Interviewer, Applicant

To Interviewer:

Next applicant is arriving at your desk for initial interview. Handle the situation as you see fit. (1 ring)

To Applicant: (Prop)

You have been out of work for a long time now. You lost your last job when the retail store where you worked as janitor went out of business. Your wife can't work because she has to take care of the children. You've tried to find work in a lot of places, but nobody wants a man with a bad back who can't read or write (you quit school after the third grade to work on a farm. Later you fell off a tractor, and your back has ached most of the time since, although the doctor never found anything.) You finally went to the welfare office to see if they would help you. They asked a lot of embarrassing questions and treated you like dirt, like they really didn't much care whether you got help or not, hinted that there wasn't really anything wrong with your back, and finally told you you'd have to come to the unemployment office and apply for a job before they'd try to get you any money. It seems like the whole system is set up to humiliate people. Today you've come to see the man at the unemployment office. You know it's useless, because you've already applied everywhere you can think of. You feel embarrassed about letting people know about your lack of education and angry at having to be humiliated again.

In this role, you are to be as disagreeable as possible; uncooperative, insulting to the interviewer, etc. You might comment on such things as his easy job in a cool office, all the money he gets for doing nothing; respond with "none of your business" to questions you don't want to answer, mumble your answers, etc. In short, be defensive, attacking, resentful, and disagreeable. Come into role as you arrive at his desk. (2 rings)

#27 Informal Employment Manager Interview

Cast: Applicant for job of Employment Manager
Industrial Relations Manager
Executive Vice President

To All: The Appley Company is a well known textile manufacturing company with about 800 employees. They have a reputation for being a progressive organization and a fine place to work. The job of Employment Manager is vacant, and there is no one in the company who can take the job, so they are interviewing applicants from outside the organization. One of these informal interviews is about to take place.

To Industrial Relations Manager: You have heard a lot of fine things about this man. From his reputation it seems certain that he is qualified and will do a fine job. You are pretty well convinced that he's your man, and will pay him up to $4,000 per year above his present salary to get him. In this informal interview, your goal is to help him feel as relaxed as possible and get him talking about himself so he will look good to your Executive Vice President, who is on the hard-nosed side. You both want to know about his interests, work history, family background, education, hobbies, etc. in a general way, but you see this mainly as a friendly, informal discussion which your Exec. V.P. will leave with a good impression of this candidate and will approve hiring him. (1 ring)

To the Executive V.P.: Your purpose in participating in this interview is to provide a cross check on your Industrial Relations Manager's judgment. He has a tendency to go off half-cocked on hiring anyone who seems fairly friendly. Furthermore, you have been told on a highly confidentail basis by a friend from the local Mental Health Center that this applicant is likely to lie, exaggerate, and conceal information when is is talking to superiors. You are not free to tell this to your Indistrial Relations Manager, so it will be necessary to try to handle this problem through probing in the interview situation, or by any other means you feel necessary while the three of you are together. On the other hand, you're extremely busy, so the shorter you can make the interview the better. (1 ring)

To the Applicant:: The possibility of getting on job of Employment Manager is an exciting one. You would start at several thousand dollars per year more than you are now making with good future opportunities. Furthermore, the company has a fine reputation as a good place to work and is known to be progressive in its management and enlightened in its personnel policies. It also has the reputation for high performace standards for management and high requirements for all new people taken into the management. You have been asked by the Industrial Relations Manager to come to his office today for an informal interview for the job of Employment Manager. This will be a sounding-out process, and the results will determine your chances for the job. You come into the situation as you arrive at his office for the interview. (2 rings)

Note: This role is intended to generate a situation in which an opportunity is created to explore the impact of social distance on the interviewee; if, as it is assumed, the Exec. VP is mistrusful and cold to the applicant, and the Industrial Relations manager is warm and permissive, the applicant's feelings about the two men may be explored. Also, the interviewers may be asked for their appraisals of the applicant in the role to explore whether their prior expectations influenced the reactions.

#28 Dealing With Passive - Aggressive Behavior

Cast: Family Nurse Practitioner
Community Health Worker

To the Family Nurse Practitioner:

You have assigned to you as an assistant a person called a Community Health Worker. His job is to work in the community collecting information from potential clients of the center on health history as well as locating people who might benefit and would qualify for enrollment in the Center. He is also supposed to learn some of the simpler nursing skills, such as checking vital signs, blood pressure readings, minor dressing, and general helath assessment. Part of your responsibility is to increase his skills and knowledge so that he can function in this way. However, the worker assigned to you is either totally uncooperative or stupid; it must be one or the other. You have never in your life experienced the kind of frustrations you had in trying to teach this fellow to do the very simplest kinds of technical tasks. Any time you try to explain anything to him, he looks out the window, scratches his head, and generally acts like he could care less whether or not he learns what you are trying to teach him. At other times, when you ask him if he understood something that was told him, he'll say that he doesn't, but says it almost as though he enjoys it and is trying you by pretending not to understand. Or maybe he really doesn't understand. On many occasions, you have asked him about it later, his response is something like "Oh, I thought you meant so-and-so" when you know very well there was no way he could have misunderstood your instructions. You've tried very hard to maintain an awareness that one of the missions of the Center is a training one in which workers in his category are to be given new skills and upgraded, but after all, there are limits to anybody's ability to put up with the kind of frustration this fellow has created for you. You've reached the point where you can't put up with it any longer, and you are about ready to go to the Unit Manager with the recommendation that he be terminated. Still, you remind youself that people with disadvantaged backgrounds do have special problems, so you decided to call him in for you to have it out with him. If you can't get through to him this time, you'll have to recommend his dismissal. You are in your office waiting for him to come in to see you. (1 ring)

To the Community Health Worker:

This is a prop role in which your assignment is to confront the Family Nurse Practitioner with passive-aggressive behavior. Your job is to locate people in the Community who need help in securing access to the Center, collecting health histories from them and also assisting the Family Nurse Practitioner with some of the simpler nursing skills, such as checking vital signs, taking blood pressure readings, applying dressing, and making a general assessment of the patient's health. The particular nurse to whom you have been assigned as a team member has been bending so far over backwards to be helpful and "nice", that it has really bugged you. She is one of these smothering kinds of people

who with the best intentions come through as overbearing, over-solicitous, and "trying too hard" to be nice to the "poor little disadvantaged fellow". When she explains something to you, she always explains it about four times at a level that could be understood by any first grader, and then says "Now, are you sure you understand?". "No, ma'am, I don't believe I do. Do you reckon you could say it once more?". Or, on other occasions, you get so turned off you just look out the window to keep from insulting her. She has obviously been confused and frustrated by your behavior, and this has offered you quite a bit of satisfaction as a way of getting back at her. Your behavior in this role should initially be a combination of "playing stupid" combined with low-key hostility. If it occurs to her that her own behavior might be responsible for your attitude, in part, go ahead and respond to the way she deals with you, and share your feeling with her by means of feedback of what she's been doing. Otherwise, continue the passive-aggressive behavior. She asked you to come into her office this morning to talk to her without specifying reason. You come into the problem as you arrive at her office. (2 rings)

#29 ANGRY HUSBAND

Cast: Obstetrician
Patient's Husband

To the Obstetrician:

One of the expectant mothers you have been caring for recently confided in you that with five children already, and another one on the way, she wanted desperately to avoid having any larger family after this one. She went on to say that in spite of a great many efforts, she had been totally unable to persuade her husband to use any form of contraceptives, or to agree to her using any herself, including IUDs or The Pill. She asked you whether or not you had any advice for her, so you told her there were two alternatives available. One of these would be to tie off her tubes while she is in the hospital with the next baby; another would be a vascetomy (male sterilization procedure) for her husband, a simple procedure which could be performed anytime. She asked several questions, which you answered, and while you were careful not to make a specific recommendation, you did point out that the vascetomy is a simpler surgical procedure.

At the end of the discussion, she asked you to please keep the subject confidential, and above all, not to mention to her husband that she had brought up the subject. She explained this by saying that the last time she had talked to her husband about not having any more children, he had become extremely angry, told her to shut up, and that he never wanted to hear the subject mentioned again.

You noticed this morning that her husband's name was on you appointment list. Maybe they have talked about it again, and he has had a change of heart or wants a complete explanation of what's involved. At any rate, he'll be coming into your office shortly. You are in your office awaiting his arrival at the start of this problem. (1 ring)

To the Patient's Husband:

Your wife is expecting another baby, which will be your sixth child. She has been attending the Pre-natal Care Program at the Health Services Center, and has been talking to you about how nice they have been to her. You've always been somewhat doubtful about the so-called help given free by any rich folk. Your experiences have taught you quite well that nothing ever comes free with no strings attached if it's really any good. Last night your worst doubts about this so-called Health Center were confirmed when your wife said that the doctor there had recommended that you be operated on so you couldn't be the father of any more children. This really hit a nerve; you've always believed in big families and had many brothers and sisters of your own to whom you were very close when growing up. Besides that, it sounds like another gimmick for getting rid of poor people or keeping them down. You and your wife have had arguments in the past about the size of your family, and one thing you would never hold still for was any means of keeping from having children.

The more you have thought about it, the more enraged you have become at this meddling medical bureaucrat having the gall to recommend that you be castrated. By the time you woke up this morning, you were practically foaming at the mouth, so the first thing you did was call the Center and make an appointment with the Doctor, to let him know in no uncertain terms what you think of this rich S.O.B. meddling into your life where he has no business being. This is a prop role in which you are to be so enraged and angry that you are really out of control; in addition to jumping down his throat about the issues already mentioned, you might insult him or his professional integrity in any way you can think of at the time. The confrontation begins as you arrive at his office. (2 rings)

Note to the Trainer:

This role is probably best handled with the trainer himself in the prop role of the husband. The dynamics to be examined are the varying responses to a hostile attack, and the differences they create in the behavior of the attacker.

#30 Corrective Interview

Cast: Center Internist
Clinical Assistant

To the Doctor:

The performance of one of your Clinical Assistants has really slipped recently. You are not the only one who has noticed it; one or two of the nurses have had some comments to make also about his surly, uncommunicative attitude in the last couple of weeks. In addition to his unresponsive attitude, his performance of his job is no where near what it ought to be. For instance, a few days ago he wrote down 96.9 for a patient's temperature, when the correct temperature was 99.6. Fortunately, you caught the error during your examination. He has also done such things as recording a pulse rate as 97 when the correct pulse was 79. Then yesterday he caused considerable embarrassment by taking a male patient to an examining room which was already occupied by a female patient who had been prepared for a pelvic exam. Furthermore, he hasn't been keeping the proper supplies in the examining rooms; for instance, this morning there were no clean fittings for the otoscope and no tongue depressors in one of the rooms. You have mentioned these errors to him at the time they have occurred but his response didn't seem to suggest any great concern or any awareness of the importance of avoiding these kinds of failures.

This level of performance simply can't be allowed to continue, and in the absence of the Unit Manager, you have decided to have a corrective interview with him to try to straighten him out. You asked him to come into your office at the close of the day today. You come into the problem in your office awaiting his arrival. (1 ring)

To the Clinical Assistant:

Weekend before last, you went to Winston-Salem to visit your mother. She suffers from asthma, and had to be hospitalized about two weeks ago when she got the flu. She is somewhat better now, but still very sick and weak.

A couple of days after you got back, one of your neighbors who is also a good friend told you in confidence that on the Saturday night of the weekend you were away, he was driving home late, about three o'clock in the morning. As he passed your house, he saw your wife coming out of the front door with another man. You've kept this information to yourself, trying to decide what to do about it. You have noticed subtle changes in your wife's behavior toward you; you catch her looking at you thoughtfully from time to time. However, you have not as yet decided whether to confront her with your knowledge or not. You haven't thought of much of anything else since you got this information, and it has affected everyting you do, including your job. It's hard to pay attention to your work, and you have been so preoccupied that you have made a few errors here and there, although nothing too serious.

One of the doctors, who seems to get upset by even very minor mistakes, asked you to come to talk with him this afternoon. Chances are, he wants to chew on you about your work. You come into the problem as you arrive

at his office. (2 rings)

Note to the Trainer:

A female can be used in the role of Clinical Assistant without changing the dynamics of the problem. The role is designed primarily to point out the need to avoid jumping to conclusions when there is a performance problem, and to demonstrate the need for a non-directive approach in trying to get to the bottom of a problem of this kind.

First And Second Day Participant Reactions

OBJECTIVES:

1) The staff will acquire information regarding participant reactions to the day's activities and an indication of whether participants are responding positively.

2) Solicitation of reactions will communicate to the participants the staff's concern for making the program worthwhile and the value attached to how the participants feel about it.

3) Each participant will have an opportunity to compare his own reactions to those of the rest of the group.

4) Any participant holding a minority view will be under a subtle degree of peer pressure to change his attitude toward the program.

5) The summary feedback will elicit discussion of controversical opinions to provide an opportunity to resolve any conflicts and collect further feedback to the staff.

Time Required: 15 minutes for data collection
30 minutes (outside program) for summary.
15 minutes for presentation and discussion

OVERVIEW:

Each participant is asked to respond on paper, anonymously, to three questions regarding his reactions to the day's activity. These are summarized in the evening feedback the following morning, and discussed as appropriate.

Equipment and Materials:

1) Overhead projector
2) Reaction transparency
3) Two blank transparencies, for summary
4) Non-permanent transparency markers

NOTE: Although some clarification may be appropriate, it is important for the staff to maintain an accepting, non-defensive posture during the discussion of any negative reactions.

SECTION VIII-G FIRST AND SECOND DAY PARTICIPANT REACTIONS
WRITTEN AND VERBAL

As the last activity before closing the session on the first and second days, participants are asked for their reactions to the program.

First, ask each participant to respond among moresly on a sheet of notebook paper to the three questions on the appropriate reaction transparency.

These questions are as follows:

First day:

1) Compared to your expectations, has the program so far been

-Better?
-About the same?
-Worse?

2) Can you give reasons for your answer

to No. 1?

3) Other comments?

Second day:

1) Compared to yesterday, has today been:

-Better?
-About the same?
-Worse?

2) Can you give reasons for your answers

to No. 1?

3) What are your major concerns at this point in the program?

Collect the reaction sheets and invite verbal comments. When the latter have been dealth with, close the session, telling the participants that they will be presented a summary of the reaction sheets the next morning.

Prior to the next morning, prepare on a transparency a tally of the responses to the first question and a listing or summary of the responses to the other two. At the opening of the session the next morning, review the summary with the participants, soliciting discussion of any significant concerns or reactions.

Lecture And Discussion
Attitudes & Behavior of Disadvantaged People

OBJECTIVES:

1) Participants will acquire a knowledge of the background environment of disadvantaged people and the effects it has on their values, attitudes, characteristics, and typical behavior-patterns.

2) Participants will gain an increased understanding of the impact of racial prejudice on minority racial groups.

3) Participants will exhibit increased understanding of disadvantaged people and their special problems, especially disadvantaged Black people.

4) Participants will learn some specific points important in supervising new disadvantaged employees.

Time Required: One and one-half hours.

OVERVIEW:

The material is presented by the Black staff member and the discussion is led by him. The material covered relates to the effects of the interaction between the environment and the disadvantaged individual, from the early home years forwared. Also included is some information about specific terminology and behaviors which are offensive to Black people. The Black staff member includes relevant personal experiences and perhaps some current problems of his own, all of which increase the impact of this segment of the program. A number of specific supervisory practices which are particularly important with new disadvantaged employees are presented and discussed.

Equipment and Materials:

1) Overhead projector

2) Prepared transparencies

3) Handouts

   a. Attitudes & Behavior of Disadvantaged People

   b. The Cultural Chasm

   c. Supervision of Minority Group Employees

   d. Improving Interpersonal Perceptions

   e. Wake County Standard Welfare Budget

ATTITUDES AND BEHAVIOR OF DISADVANTAGED PEOPLE

The purpose of this paper is to convey to you some understanding of the results of the background environment on the people who experience it. The person who comes from the impoverished background finds it difficult to develop into the kind of adult of which society approves. We will now look at some of the typical effects of this background on his personality development, attitudes, characteristics, and behavior patterns.

A. PERSONALITY DEVELOPMENT

Disadvantaged individuals have found themselves in a situation where they have seldom felt free to separate themselves from conflicts and pressures of inferior status and a caste system. Every disadvantaged person faces discrimination at some level, but especially those at the bottom of the ladder -- the disadvantaged group, which, to a great degree is composed of minority groups.

1. Identity: A cluster of attitudes and feelings about self and self as related to the outside world which provides a consistent sense of the self. The sense of autonomy which allows an individual to function flexibly with an inner sense of continuity, consistency, and clarity or coherence.

Achievement of identity is generally considered to be one of the central struggles of adolescense. Many disadvantaged persons never resolve the identity struggle in a satisfactory way, and have a very shaky self-concept which is very easily threatened. Men may lack an adequate sense of masculinity (in terms of "masculine" behavior, not sexually), and may have a distorted concept of an adequate man. For example, they may consider flight from stress as manly ("no man would stand there and take that") rather than realizing that a mature man could stay and handle it.

a. Some Possible Causes:

Absence of a male role model in the home (father or other adult male) or if present, an inappropriate model such as a father who was weak and ineffective, domineering and punitive, or perhaps alternating between these two roles. No healthy father-son relationship; no pattern demonstrated of regular employment and income, stable family relationship. In short, no adequate model of male behavior.

Often overprotected and over-mothered, combined with depreciation of his ability and strength; encouraging passivity in a destructive and crippling way -- emasculation. Probably originally a realistic way of teaching boys to avoid aggression, thereby equipping them to avoid punishment or death as adults; a carryover from slave days. Note that the mothers' intentions are of the best, with a high level of conscious devotion and care; her treatment is the result of ignorance and serves as an outlet for her resentment of an unreliable, irresponsible male, causing her to reject maleness in her sons -- a vicious circle.

The shaky self-concept makes the "front;" the controls against inner anger and fear highly vulnerable and overly sensitive to stress of any kind; fears of loss of control are easily mobilized in the presence of low self-esteem and self-confidence.

Result: A definable "disadvantaged personality" -- Adaptive behavior arising from low self-esteem (because he is constantly receiving an unpleasant image of himself from the behavior of others toward him). As a defense and for some sense of integrity, restitutive or compensating behavior often intensifies the problem and brings a self-fulfilling prophecy; the behavior encourages responses of the kind that creates the problem in the first place -- aggression withdrawal, apathy, and other behavior supporting the traditional stereotypes. Much of this is based on reality in past experience but is combined with an inability to learn easily who can be trusted and who cannot.

Low self-esteem plus feelings of deprivation, rejection by controlling institutions, lack of optimism, and economic insecurity contribute to high anger content, including self-hatred. External controls originally discouraged direct expression toward others and was handled by jokes, insults, etc., among peers and/or by passive aggressive behavior. With external controls reduced, protest becomes more overt; this can result in displacement of self-hatred onto others and cause overreaction to current sources of irritation. Can also result in punitive behavior by a Black supervisor toward subordinates, especially if they are Black also.

Note that above comments apply to disadvantaged whites and Blacks at the ladder. For Blacks, racial prejudices intensify the difficulties.

Ignoring personality and behavioral problems and treating this group "just like everyone else" is not helpful; it will result in increased stress and anxiety for the employee, whose inadaptive behavior will simply be intensified. "Prejudice against prejudice" in this sense does not help. They are different, as a group, and different methods of orientation and training are required.

B. ATTITUDES

Some typical attitudes arising out of the background we have been discussing would be the following:

1. Frustration: Having been left out of the mainstream of American life for 300 years, the disadvantaged is apt to have a high level of frustration, arising from the inability to achieve any realization of goals or satisfaction of desires in terms of human worth or recognition. Not always expressed, it may appear in the form of other more evident attitudes among others to be mentioned.

2. Negative self-image: We acquire our opinions of ourselves quite early in life generally, from the behavior of those around us. Having received messages all his life from the environment that tell him he is inferior, our disadvantaged person grows up believing it; if not consciously, then in the unconscious part of his mind. He is apt to believe that he is a second-class citizen; having been denied the rights

of many of us, he may often believe deeply that he is an inferior person, in a human sense. This self-hatred may be turned inward, resulting in self-destructive behavior, or outward with the same ultimate result in the form of various kinds of socially unacceptable behavior.

3. Distrust: Of the "system" -- of middle-class values, especially the white middle-class. He has learned not to trust, not to believe promises made, or offers to help. He expects trickery and gimmicks, manipulation. His convictions on the subject of trusting others are so deeply ingrained that he has great difficulty recognizing sincerity in a positive sense when he encounters it. As is true for many of us, his strong expectations coming from past experience tend to blind him to evidence to the contrary.

4. Fears of rejection: Past experience with the middle-class world has taught him to expect rejection, both as a person and in terms of his rights. This has also been true in his early family life in most cases. Combined with his poor self-image, the result is:

5. Hypersensitivity -- He is "oversensitive" and "overreacts" to anything negative directed toward him. He has a finely tuned radar which quickly picks up anything negative and sometimes includes unintended or imaginary slights.

6. Fears of failure: As the result of his negative self-image, borne out by his unsuccessful history, he does not expect to be successful in any new way of life; he expects to fail because he always has. Nevertheless, the prospect of yet another failure with its attendant bruises to an ego already damaged is a frightening one which can lead to paralyzing anxiety.

C. CHARACTERISTICS

Lack of Motivational and Vocational Commitment

Desire to learn has been hampered.

1. Not work-oriented; ambivalent about entering training program -- maybe just because it was something to do at the time or because of an immediate need for money.

2. Dim perception of reality -- hard for him to look ahead and see need for persistence in program to gain long-term stability, even in the face of years of past employment. He will believe he can find a job if he drops out, in spite of this.

Lack of Socio-Occupational Skills

1. Casual attitudes toward tardiness, absenteeism.

2. Carelessness about clothing and behavior.

3. Different concept of time from middle-class.

Lack of Learning and Test-Passing Skills

1. Major area in which background penalizes disadvantaged -- little premium on study or classroom learning; education regarded as part of the culture's hypocrisy.

2. Few have comfortable or quiet places to study.

3. Often discouraged by associates or family members, intentionally or otherwise.

4. Classroom environment can be anxiety-producing due to similarity of past painful environment.

5. High fear of taking tests; no self-confidence in this setting; even on oral tests they are frozen by fear of authority figures. Tests are perceived as the enemy's instrument of discrimination.

6. Low test scores may be the result of low confidence and passivity, or where ambition is present, a result of personal tension and insecurity which freeze him, or in other cases a defense against the risks of a high score (traditionally, the Negro is not expected to be bright and risks punishment if he behaves that way).

Proneness to Defeat

1. Apt to drop out as a method of flight; allows protection of self-esteem by rationalizing, "I could have made it if I had tried."

"Living Scared" - Distrustful and Suspicious

1. "Why do they care now when they never have before?"

2. "What's in it for them?"

3. "How is it going to be used against me?"

4. Learned in childhood from the fear experienced at finding himself in places where Negroes are barred or suspect; he may not know until it is too late that he is in the wrong place or has done the wrong thing -- don't congregate on the corner, etc.

Acute Awareness of Possible Threat or Danger

Built-in Radar --

1. Combined with distrust, this makes an open relationship difficult to establish.

2. Highly susceptible to rumors which are negative in nature from his point of view; these tend to confirm his feelings of mistrust and fear.

Lack of Gratitude

1. "Who needs you, man?"

2. Low self-esteem projected onto others.

Low Capacity for Deferred Gratification

1. His life has taught him to enjoy what he can when he can; the future has never held any promise or meaning for him, so he has not learned to give up immediate satisfactions for future rewards.

D. BEHAVIOR

Out of the background and resulting underlying attitudes, various maladaptive forms of behavior emerge. These are learned responses; they were learned in the formative years of the person's life as a means of adapting to the environment in which he grew up. As such, they can be unlearned, with time and under encouraging circumstances. However, since they were learned at the gut level, they can be unlearned only by new experiences, not simply by words; they are response patterns which are not easily cast aside.

It is not that a disadvantaged employee doesn't want to have a steady job, make more money, etc.; he does. The difficulty is that most of his past life has left him ill-equipped to achieve these goals, both educationally and emotionally. He is doubtful that he can attain them, and many of his behavior patterns and responses are ineffective as ways of achievement.

Some of the behavior you will be confronted with may include the following:

Passive Aggressive Behavior

"Playing Negro" - handling anger by "aggressive meekness" -- self-effacing humility, one of the few modes of hostility traditionally available to Negroes in this culture. Controls hatred and allays guilt feelings arising from the hatred. Sometimes consciously practiced to arouse frustration and anger in others; sometimes unconsciously motivated; can be a learned response providing a safe facade to hide real feelings. Yawning, going to sleep in class, would be examples, or an uncaring attitude in response to criticism of performance. The anger is often accompanied by fear, leading to passive ways of expressing it.

Subtle resistance is another way; deliberately poor performance, slow progress. etc. -- followed by "wooden leg" if confronted.

Sincerity Testing

A deliberate, conscious attempt to determine whether you really mean what you say, may take two forms:

1. As requests for various kinds of help in dealing with problems to see how far you'll really go.

2. As negative behavior of an exploitative type to see what the limits are -- work rule infractions, hostile responses to discipline or instructions, or failure to follow instructions to try your patience and temper.

Apathy

A withdrawn or uncaring behavior which looks like it might be passive-aggressive behavior but is motivated by fears of failure or rejection and the need to deny them to himself. The denial of these fears takes the form of "it doesn't really matter"; the mechanism is that if I don't try, I can't fail. Shows up as a lack of interest, not asking for instructions or clarification, and generally uninvolved attitude.

Flight

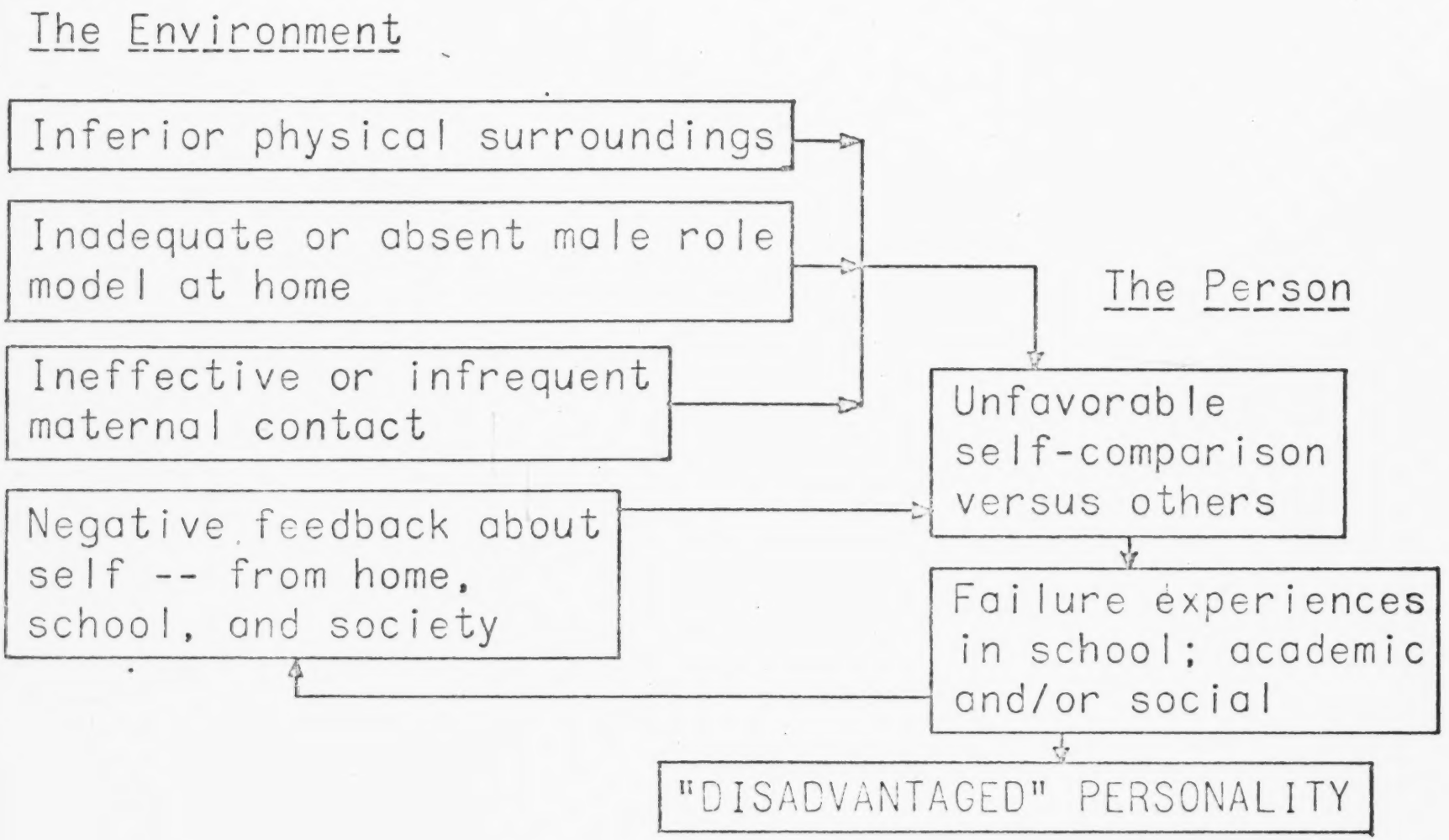
Running away from stress situations. Stress has typically been associated with situations degrading to a weak sense of identity and flight has often been seen as a more manly response than staying around to be humiliated or defeated. Flight has been a means of adapting to an overwhelming environment beyond his capacity to change or control -- the school, the landlord, the bill collector, the police, and the generally unpleasant treatment he has received at the hands of his so-called betters.

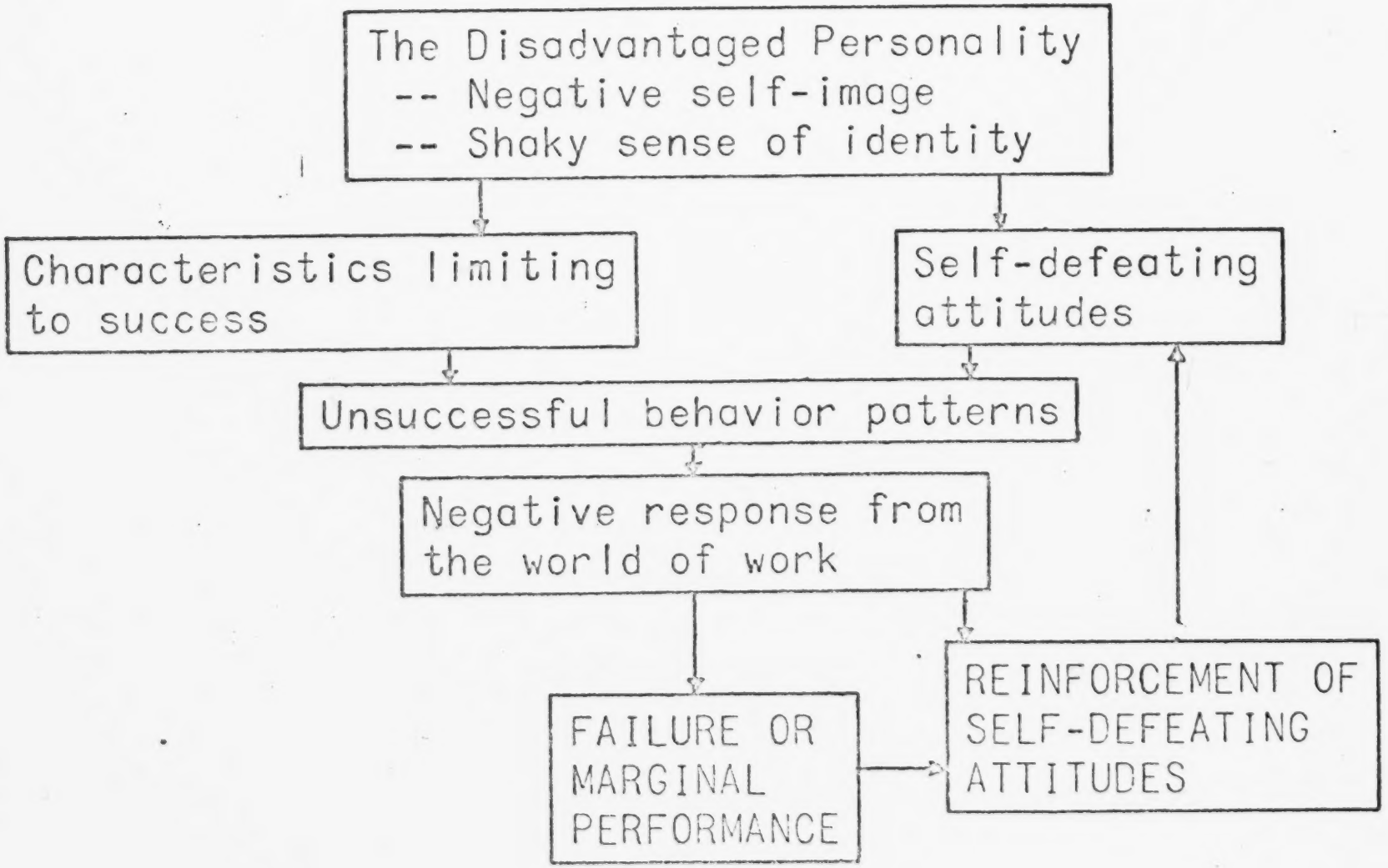
SUMMARY

The attitudes and behavior patterns mentioned are all activated by tension and anxiety -- that is, by apprehensiveness, strain, uneasiness. This does not mean that every disadvantaged person has all the attitudes and characteristics mentioned and engages in all the kinds of behavior mentioned. Individuals from disadvantaged groups <u>are</u> individuals, and as such they vary in their responses just as other people do. Nevertheless, as a group, there is a much greater probability that they will fit in varying degrees, the patterns we have been describing. This probability is greatly increased when tension is introduced into the situation.

The pessimistic picture just painted might lead us to believe the situation is hopeless. Fortunately, as a growing number of companies have demonstrated, it is not. If the right kind of work environment is created, other behavior emerges and gradually replaces the non-productive, ineffective kinds we have been describing. For this to happen, a supportive environment is needed which minimizes anxiety-producing situations.

THE "DISADVANTAGED" PERSONALITY


The Environment
Inferior physical surroundings
Inadequate or absent male role model at home
Ineffective or infrequent maternal contact
Negative feedback about self -- from home, school, and society
The Person
Unfavorable self-comparison versus others
Failure experiences in school; academic and/or social
"DISADVANTAGED" PERSONALITY


The Disadvantaged Personality
-- Negative self-image
-- Shaky sense of identity
Characteristics limiting to success
Self-defeating attitudes
Unsuccessful behavior patterns
Negative response from the world of work
FAILURE OR MARGINAL PERFORMANCE
REINFORCEMENT OF SELF-DEFEATING ATTITUDES

SUPERVISION OF MINORITY GROUP EMPLOYEES

Supervision of a disadvantaged employee (especially when the employee is of a minority group and the supervisor of another group) requires sensitivity and consideration on the part of the supervisor. Remember, the employee is in an entirely different environment at work than he is used to on his home ground. Therefore:

1. He is probably uneasy and apprehensive in the company of his associates and his supervisor.

2. He doesn't trust the people around him, particularly those of another race, but also his own people who may be in the ranks of management.

3. He especially doesn't want to appear ignorant or stupid in front of others.

The following practices may be helpful in working more effectively with minority employees from disadvantaged backgrounds:

1. Build his confidence by helping him master his responsibilities.

2. Know his needs and his abilities.

3. Keep the learning pressure moderate--help him learn at his <u>own</u> rate.

4. Do not talk down to him.

5. Avoid a "pitying" approach to him and his problems.

6. Don't compare your problems and past experiences with his.

7. Friendship is important; but don't overdo it.

8. Give him the benefit of the doubt when the situation is ambiguous.

9. Give him psychic rewards as you would any new worker.

10. Earn his respect by what you do and say.

11. Practical jokes can backlash; avoid them until he considers himself a real part of the group.

12. Show him the part he plays in the organization and the importance of his work to the organization.

13. Don't try to talk as if you came from his background and area (unless you did!).

14. Always keep your promises...or what may seem like a promise to him.

_____

_____

15. Discuss new procedures, terms, instructions very carefully and slowly; find ways to obtain feedback from him that he understands without conveying the impression that you think he is stupid.

_____

_____

Section X - F. FILMS: "EVERYTHING IN ITS PLACE" AND "SUPERVISORY INTERVIEW"

Objectives:

1. Participants will receive additional reinforcement through the films of the material presented and discussed regarding disadvantaged people and supervisory needs.

2. Participants will be stimulated by the films to discuss further the subject areas identified in (1) above.

Time Required: One hour, including discussion

Overview:

The first of the two films, "Everything in its Place," depicts the initial meeting between a white supervisor and a new disadvantaged employee. The film shows clearly the ineffectiveness of the supervisor and some of the blocking stereotypes held by both. The second film is a short series of vignettes from an interview with an imaginary supervisor who displays great frustration toward his relationships with his employees and also a great deal of stereotyped thinking regarding their problems. Both films bear on the content of the presentation and discussion of the disadvantaged employee in the work force.

Equipment and Materials:

1. 16-mm sound projector
2. Film, "Everything in its Place"
3. Film, "Supervisory Interview"

X - F. "Everything in its Place" - Film

This 30-minute film consists of the initial contact between a white supervisor in a bank and a young black man who has just reported for work after completing a training program. The supervisor is well-intentioned but inept; the new employee is mistrustful, withdrawn, and rather hostile.

The film shows clearly some of the behavior from a supervisor which will alienate or antagonize a new employee, the mistrust and ambivalence of the new disadvantaged employee, and their difficulties in establishing a positive relationship. The action breaks periodically to flashbacks of their home lives and portrayals of their inner thoughts as the interview progresses.

The questions below are used as a basis for discussion by the participants after viewing the film. Dividing the participants into two groups for the initial discussion is desirable, followed by a brief discussion by the full group.

The film and discussion require forty-five minutes to an hour.

QUESTIONS FOR DISCUSSION

1. What scene do you remember best? Why?

2. Do you feel the job interview was typical of what really happens?

3. Did you get angry at any of the characters? Why?

4. Did you ever feel an urge to step into the film? When? Why?

5. What evidence of stereotyping did you see in the film?

6. Did Jimmy and the supervisor clearly communicate their feelings to each other?

7. Did Jimmy's action threaten the supervisor?

8. Would it have helped Jimmy and the supervisor to have seen the flashbacks of one another's home life?

9. Do you think Jimmy will keep the job?

X - F. "The Supervisory Interview" - Film

This very brief film consists of an interview with an imaginary supervisor; it is a series of vignettes in which he discusses some of the difficulties he encounters in supervising his hourly employees.

The film is used an an adjunct to the discussion of the attitudes and behavior of disadvantaged people on this second day to stimulate some introspection and discussion about the impact of supervisory attitudes and styles on subordinates. The supervisor depicted is obviously hard-working, conscientious, and concerned about meeting organization goals. He is also decidedly authoritarian, insensitive to his impact on others, and highly task-oriented in his approach to his job.

He discussed problems of absenteeism, tardiness, communications, irresponsible employee behavior, and race; his own attitude indicates frustration, intolerance, and a lack of understanding of the problems of his employees.

The film usually generates a mixed reaction from participants. Most of them reject his attitude and behavior as a supervisor but can also identify with his frustration. A few will usually admit to seeing a little of themselves in him.

It is suggested that the staff encourage discussion of the supervisor and the effect of his behavior and discussion of their own problems and what similarities or differences they may see between their ways of handling problems versus his.

Forty-five minutes is usually adequate, including discussion.

X - G. LECTURE - EMOTIONAL STYLES

OBJECTIVES:

1) Participants will acquire sufficient familiarity with this behavioral model to apply it in a general way to themselves, other participants, the staff, and other members of their organization.

Time Required: Thirty to forty-five minutes

OVERVIEW:

This lecture provides a model for understanding supervisory and employee behavior; the model classifies into three general types or styles; the "friendly helper", the "strong achiever", and the "logical thinker." Relative comfort or discomfort with differing feelings is covered, along with typical methods of influencing others, reactions to stress, common fears, and learning needs for increased flexibility.

Equipment and Materials:

1) Overhead projector
2) Prepared transparencies
3) Copies of lecture notes for participants.

NOTE: The staff may find it productive to solicit feedback from participants perceptions of staff behaviors up to this point in the program. This behavior from the staff represents desirable modeling, legitimizes disucssing behavior as it emerges in the group, and is reinforcing to the retention and use of the model by participants. Participants should be encouraged to use this model in thinking about the subsequent behavioral approaches they use and see used in the program.

EMOTIONAL STYLES

THEIR RELATIONSHIP TO WORK AND INFLUENCE

IN SMALL GROUPS AND ORGANIZATIONS

One way of studying our effectiveness in families, small groups and organizations is to become aware of the compatibility or incompatibility of organizational requirements with the types of emotional reactions with which we are personally comfortable or uncomfortable.

Each of us tends to be more comfortable with certain emotions than with others, and these differences in comfort are largely a function of our early experiences.

One way of looking at feelings is to classify them as follows:

The "tender" emotions: sympathy, warmth, affection, love.

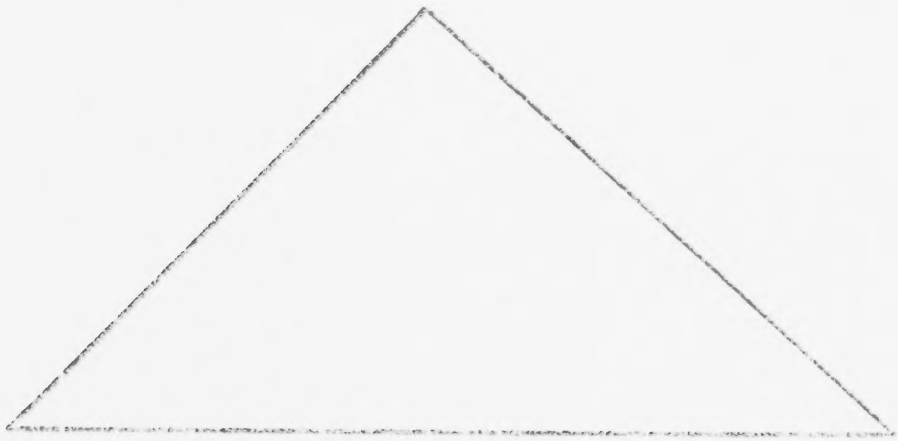
The "tough" emotions: self-assertion, aggression, hostility, fight.

In our society, the female is conditioned to be more comfortable in expressing and reacting to the tender emotions than is the male, and to be less comfortable in expressing and reacting to the tough emotions. (There are marked individual differences, however, that cut across sex lines.)

The following diagram presents a typology of emotional styles that may help us to understand much of our emotional behavior in families, groups, and organizations:

"THE FRIENDLY HELPER"

(He is comfortable in expressing and being the target of the tender emotions, and is uncomfortable in expressing and being the target of the tough emotions.)



"THE STRONG ACHIEVER"

(He is comfortable in expressing and being the target of the tough emotions, and is uncomfortable in expressing and being the target of the tender emotions.)

"THE LOGICAL THINKER"

(He is uncomfortable with all emotions --- tough or tender --- and tends to substitute logic, accuracy, knowledge, self-reliance.)

Most of us are not one type or the other. The scheme merely helps us to look at the kinds of emotional interactions with which we are relatively comfortable or uncomfortable.

There is no assumption that one type has "more emotion" than another. As a matter of fact, we do assume that all of us are born with, and still have, the capacity to express all of these emotions.

The way of looking at behavior may help us to understand many of our individual differences in group, family, and organizational life with regard to:

- the functions we are comfortable in performing in groups,
- the criteria we use for evaluating our fellow group members (who is good and who is bad?)
- the methods we use to influence the behavior of others,
- our fears, and
- our reactions to stress.

TYPE	EMOTIONAL STYLE	TYPICAL FUNCTIONS IN GROUPS	MODE OF EVALUATING OTHERS	METHODS OF INFLUENCE
"FRIENDLY HELPER"	Accepts in himself and others, love, affection, tenderness, warmth, sympathy. Rejects aggression, self-assertion, hostility, fight.	Harmonizing Tension reduction Compromising Gate-keeping (by concern) Expressing warmth	Who helps and likes people? Who hurts people?	Doing favors Praising Appeasing Being entertaining Appealing to pity
"STRONG ACHIEVER"	Accepts aggression, hostility, fight. Rejects warmth, affection, love.	Initiating Coordinating Discipline Exploring differences Gate-keeping (by command) Pressing for results	Who is winning? Who is losing?	Giving orders Giving a "challenge" Threatening or depriving
"LOGICAL THINKER"	Rejects tough and tender emotions. Substitutes logic, accuracy, knowledge, self-reliance.	Gathering information Clarifying ideas and words Systematizing procedures Evaluating proposals	Who is correct and accurate? Who is incorrect and mistaken?	Appeals to logic and facts Shrewd argument Appeals to rules and regulations Overwhelming knowledge

TYPE	COMMON FEARS	STRESS TENDS TO PRODUCE	NEEDS TO LEARN
"FRIENDLY HELPER"	Loss of affection (loneliness) Open conflict Attack	Clinging dependence Feelings of depression	To stand up for himself To ask for what he wants To criticize and evaluate ideas
"STRONG ACHIEVER"	Loss of power (illness or injury) Becoming a "softy" or "sentimentalist"	Domination Exploitation Overactivity, impulsive action	To be patient To give support to others
"LOGICAL THINKER"	Confusion (loss of clarity and structure) Becoming obligated (indebtedness) Being overwhelmed by feeling or impulse	Withdrawal Rigid adherence to rules and regulations	Awareness of feeling To accept closeness and intimacy Direct expression of feelings

Notes:

1. No one of these types inherently has more power to influence the direction of a group than any other. The Friendly Helper may be as powerful an influence on the group as the Strong Achiever by denying and eliminating conflict and tension whenever he finds them.

2. The criterion of appropriateness. "Change" does not imply that we eliminate one set of behaviors from our repertoire and add something new and foreign. It means that we broaden our existing repertoire of behavior in order to respond appropriately to the demands of a given situation, such that

   - the Friendly Helper can recognize, live with, and react to conflict when he finds it.

   - the Strong Achiever can give and accept warmth, and

   - the Logical Thinker, in his attempt to understand situations, can include his own feelings and the feelings of others as relevant data.

3. The dilemma. Each of the emotional types can achieve his individual goals only through broadening his repertoire of responses.

   - The Friendly Helper will achieve warmth and intimacy only by allowing conflicts and differences to be dealt with and resolved.

   - The Strong Achiever will be able to deal with conflict and differences only if he helps to create a climate of warmth and trust in which these differences will be able to emerge.

   - The Logical Thinker will be able to comprehend situations intellectually only if he accepts the notion that feelings are also facts, and thus adds to his total analysis of situations.

Section X - H. LECTURE/DISCUSSION: BREAKTHROUGH IN ON-THE-JOB TRAINING

Objectives:

1. Participants will become aware of the impact of anxiety on the rate at which new employees learn their jobs and on other such factors as absenteeism, turnover, and waste.

2. Participants will become convinced of the importance of attempting to plan for and relate to new employees in ways that minimize anxiety in the new employee from a disadvantaged background.

Time Required: One-half hour

Overview:

The content of this presentation includes compelling evidence of the value of anxiety reduction in orientation procedures and supervisory behavior in expediting the progress of new employees. Because the new disadvantaged employee feels especially threatened and anxious, this material is appropriate in creating acceptance among participants of the need to minimize these feelings.

Equipment and Materials:

1. Overhead projector
2. Prepared transparencies

X - H. BREAKTHROUGH IN ON-THE-JOB TRAINING

1. Original purpose of study was connected with goals for job enlargement. This was soon diverted into an attempt to accelerate on-the-job learning by new employees. Data developed from interviews indicated that anxiety is significantly related to on-the-job learning and also to turnover and other problems;

   a. Their first days on the job were anxious and disturbing days.
   b. New employee "initiation" by peers intensified anxiety.
   c. Anxiety interfered with the training process.
   d. Turnover of newly hired employees was caused mainly by anxiety.
   e. New operators were reluctant to discuss problems with their supervisors.
   f. Supervisors were not putting motivation theory into practice (they had been trained in classroom sessions in motivation theory).

   These findings were <u>not</u> from disadvantaged employees; they were from employees screened in the normal manner.

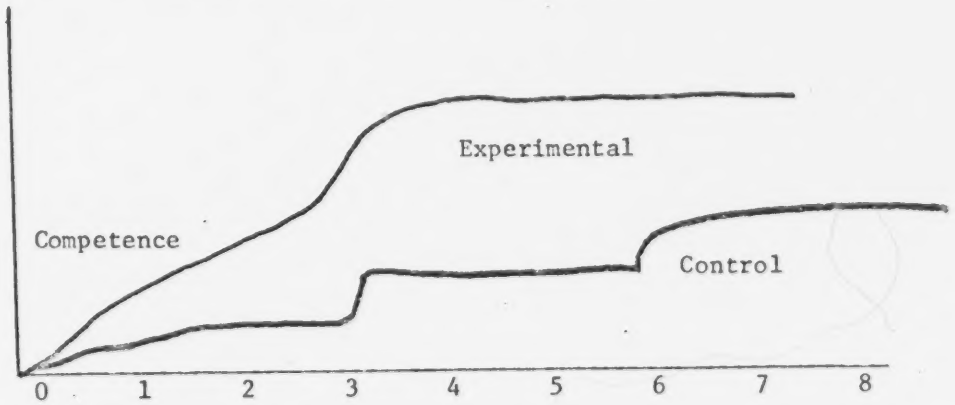
2. A special one-day program was designed with the goal of reducing anxiety of new employees. The usual orientation consisted of a two-hour period by personnel on rules, insurance, employee services, etc., followed by being introduced to the supervisor who would instruct her briefly and assign her to work, with periodic contact from a training operator. The special program followed the two-hour personnel orientation with the remainder of the day spent in discussion of four general subjects in a supportive way:

   a. It is easy to succeed; the chances are very good.
   b. Disregard the "initiation" from older employees.
   c. Speak up with questions.
   d. Get to know your supervisor.

   New employees were then introduced to the supervisor and assigned in the regular way.

3. Some of the findings were as follows:

   a. Learning rates increased dramatically



After four weeks on the job, the experimental group was producing 3 1/2 times the output of the control group. Mastery level was reached in 2 to 3 months versus a norm of about 5 months.

b. Absenteeism was much lower in the experimental group (1/2% for experimental group vs. 2 1/2% for control group).
c. Defect levels and waste dropped more rapidly for the experimental group.

4. Experiments repeated with three other operations and groups with similar results --

   a. Training time cut in half.
   b. Training costs cut to 1/3 of previous level.
   c. Absenteeism and tardiness cut in half.
   d. Waste and rejects cut by 80%.
   e. Costs cut as much as 15 - 30%.

5. Relevant point here is the bad effects anxiety and tension were producing and the gains realized by reducing them.

Breakthrough in On-the-Job Training

By EARL R. GOMERSALL and M. SCOTT MYERS

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BREAKTHROUGH in On-the-Job Training

By Earl R. Gomersall and M. Scott Myers

In this article we shall describe and analyze the results of an unusual study just completed at Texas Instruments Incorporated (TI). The study dealt with the relationship between organization climate and job performance. One of the objectives was to find out what would happen in a large manufacturing department if the causes of anxiety among new employees were reduced. The following gains were accomplished:

- Training time was shortened by one half.
- Training costs were lowered to one third of their previous levels.
- Absenteeism and tardiness dropped to one half of the previous normal.
- Waste and rejects were reduced to one fifth of their previous levels.
- Costs were cut as much as 15% to 30%!

We feel that similar gains can be realized in other organizations, in and out of manufacturing, if they use the approach to be described. If so, the TI study should lead to significant improvements in the efficiency of U.S. industry. Moreover, the gains are not limited to the categories just listed. In the TI manufacturing department, for instance, the results are stimulating managers to try other innovations which, in a circular fashion, are touching off chains of events leading to still more innovations and bringing about basic changes in the job and in the values of the supervisor.

Setting of the Study

The study resulted from our cooperative efforts — one of us is a manufacturing manager and the other an industrial psychologist — in what was initially intended to be an application of motivational techniques through job enlargement (as defined in the box on page 63). Although job enlargement replicated from other TI experiments was successful, this article primarily describes innovations by line management to improve job performance through deliberate changes in the organizational climate of the manufacturing department.

The setting for the study was a rapidly growing TI department which, at the time of the experiment, included over 1,400 persons spread throughout three shifts. The department manufactured integrated circuits (microminiature circuitry units). The subjects of the study were women operators who collectively performed approximately 1,850 different operations (the most numerously replicated of these operations having only 70 operators per shift). Approximately 57% of the operators worked with microscopes, and all jobs placed a premium on visual acuity, eye-hand coordination, and mechanical aptitude. Selection standards for operators included high school education and passing scores on the

Job Enlargement

Job enlargement is a means of countering trends toward regimentation, social stratification, technological displacement, and routinized work brought about by mass production methods. Industrial engineering has traditionally applied techniques to achieve organizational goals without thoughtful regard for, and sometimes at the *expense* of, individual goals. The manager's interest in job enlargement stems not from altruism, but rather from his observation that people are motivated by meaningful work which leads to the attainment of personal as well as organizational goals.

Job enlargement efforts follow several approaches. Earliest and best known at Texas Instruments is the work simplification process which equips individuals with knowledge, skills, and attitudes to apply industrial engineering techniques to their own jobs.* Through work simplification, individuals become the willing agents rather than the defensive targets of change. Because mass production operations have gradually limited independent action, a premium is placed on group effectiveness, and job enlargement is pursued through team approaches to problem solving and goal setting.

Jobs may be enlarged horizontally and/or vertically. If an operator's job is expanded so he is now *doing* a greater variety or number of operations, it is enlarged horizontally. If the operator is involved in the *planning, organizing, and inspection* — as well as the *doing* of his work, his job is enlarged vertically. Evidence from several companies indicates that most forms of job enlargement — horizontal or vertical, individual or group — result in improved performance or, at least, less job dissatisfaction. Manufacturing processes at TI appear to improve most through vertical enlargement involving groups united by common goals or processes.

One example of successful job enlargement at TI began with 10 assemblers and their supervisor in a conference for solving problems and setting production goals for the manufacture of complex radar equipment. Through their initiative and creativity, assemblers improved manufacturing processes and gradually reduced production time by more than 50% and exceeded labor standards (based on a previously approved method) by 100%.

This process ultimately embraced the entire group of 700 assemblers, and it led to substantial cost reductions in the division, less absenteeism and tardiness, and fewer complaints and personnel problems. This successful group process, which granted unprecedented freedom to assemblers in managing their own work (such as rearranging their own assembly lines), also caused supervisors to begin changing their traditional authoritarian self-image to one of coordination and support.

— *The Authors*

* See Auren Uris, "Mogy's Work Simplification Is Working New Miracles," *Factory*, September 1965, p. 112.

General Aptitude Test Battery of the Texas Employment Commission.

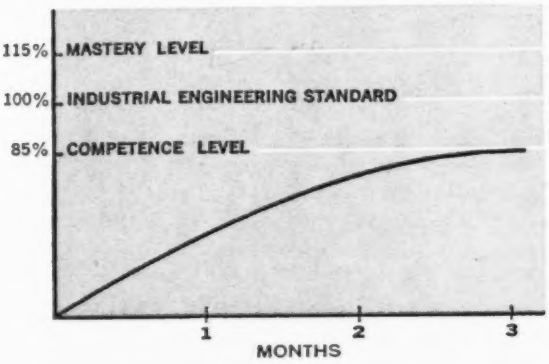
The work reported here commenced with a meeting of the authors to plan the application of job-enlargement programs as practiced by other areas of the corporation. Despite the fact that all first- and second-line supervisors had attended the TI motivation seminars and knew the principles of job enlargement, the department manager felt that, in practice, these principles were not being successfully implemented. Part of the answer seemed to lie in the fact that both the supervisors and the employees were in a continuous process of adapting to rapid expansion and technological change. For this and other reasons, as will be discussed later, supervisors and employees were experiencing anxiety. This anxiety appeared to have an effect on their work.

Operations were typified by a continuous training process — training new people hired for expansion and replacement purposes and retraining transferees and the technologically displaced. The consequences of this training program can be illustrated with the classical growth curve shown in Exhibit 1. As this curve shows:

The ball bonders required approximately three months to reach what we term the "competence" level. (The competence level is the stage at which assemblers can independently manufacture the product, but have not yet achieved the speed and accuracy ultimately expected of them to reach the labor standards set by industrial engineering. The competence level is about 85% of labor standards; a position about 115% of standard is termed the "mastery" level.)

The learning curve of ball bonders was fairly typical of production operations in the depart-

EXHIBIT I. LEARNING CURVE FOR BALL BONDERS



ment (and, for that matter, of learning in many other companies and industries).

Competence & Creativity

A need was recognized to find out at what stage in the learning process assemblers could be meaningfully involved in the problem-solving, goal-setting process. Were they ready, for example, at one month, at which time they were halfway to the competence level? Or must they have fully reached the competence level before creative involvement in problem solving could be expected?

To answer this question, two experimental groups were selected, one comprised of individuals of one-month tenure, and the other of individuals who had been with the organization three or more months:

◖ The one-month group, when involved in the problem-solving process, came up with maintenance-type suggestions such as:

- We need more coat racks.
- Standards not set right.
- We don't have enough time to eat.
- There aren't enough maintenance technicians around to fix machines.
- Too much confusion at shift breaks.

◖ The more seasoned group came up with over two pages of specific, technically oriented suggestions to improve the quality of operations, many not previously considered from a management standpoint. Following are examples of suggestions from the seasoned group:

- Do not split manufacturing lots between operators.
- Assign the same quality inspector to a given group of operators to assure continuity.
- Print wiring diagrams on the backs of all lot travelers (operation sequence sheets).
- Give each girl a capillary punch for capillary repair.
- Technicians should always repair burnt-out electrical heaters, and girls should always change own capillaries.

This experiment corroborates earlier observations that minimal job competence is a requisite to creative problem solving. The finding seems to have quite general application. Not only do untrained employees impair the problem-solving efforts of skilled workers, but they themselves are frustrated by their inability to participate in the problem-solving activities. So there is added reason to seek ways to accelerate on-the-job learning.

Experiments Conducted

Why did the one-month group fail in the problem-solving experiment? The reason, we postulated, was not only lack of familiarity with hardware and processes, but also debilitating anxieties associated with lack of job competence during the early days of employment. These relationships were not mere conjecture. The department manager had, during the past year, followed a systematic program for interviewing individuals during the morning coffee break. The results of 135 interviews with 405 operators yielded the following facts:

√ Their first days on the job were anxious and disturbing ones.

√ "New employee initiation" practices by peers intensified anxiety.

√ Anxiety interfered with the training process.

√ Turnover of newly hired employees was caused primarily by anxiety.

√ The new operators were reluctant to discuss problems with their supervisors.

√ Their supervisors had been unsuccessful in translating motivation theory into practice.

Similar interviews conducted with the supervisors and middle managers yielded these additional conclusions:

√ They experienced as much anxiety as new assemblers.

√ They felt inadequate with seasoned, competent subordinates.

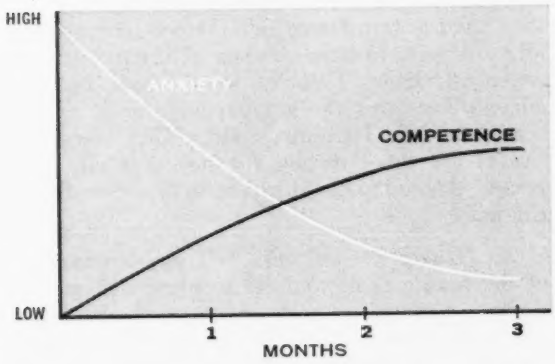
- √ They cut off downward communication to conceal ignorance.
- √ Supervisory defensiveness discouraged upward communication.
- √ Motivation principles learned in the classroom were not being implemented on the assembly line.

Preliminary Analysis

Facts uncovered through these interviews underscored the importance of anxiety in inhibiting job effectiveness for both operators and supervisors. It seemed obvious that anxiety dropped as competence was achieved. The relationship between the learning curve and what was believed to be the anxiety curve of operators is illustrated in EXHIBIT II.

To supplement information obtained through personal interviews and to gain a better understanding of the characteristics of the anxiety to be reduced, we developed a 92-item questionnaire to measure the following possible causes of tension or anxiety: supervision; job knowledge and skill; social acceptance; physical condition; orientation; job pressure; regimentation; vocational adjustment; personal problems; financial worries; outside social factors; and opportunities for the satisfaction of growth, achievement, responsibility, and recognition needs.

EXHIBIT II. RELATIONSHIP OF ANXIETY TO COMPETENCE



Administration of this questionnaire to short-tenure and seasoned employees identified three types of tension in the job situation — the first two harmful and the third helpful:

(1) One form of anxiety, mentioned previously, stemmed from the unpredictable and sometimes threatening new world of work and, as illustrated in EXHIBIT II, was higher among *new* trainees.

(2) Another type of tension resulted from anxieties about non-job factors such as personal finances, domestic problems, professional status, and outside social relationships. This type existed in equal amounts in *both* groups.

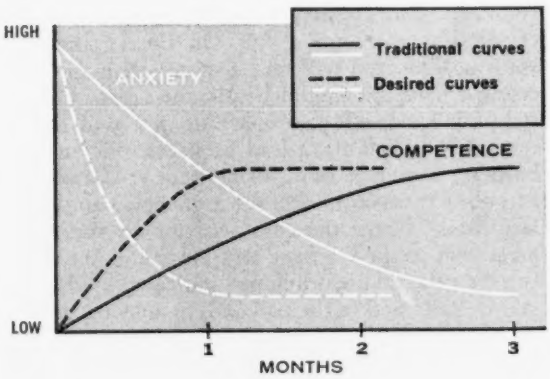
(3) The third type of tension was identified as a positive, inner-directed desire for constructive self-expression. This creative tension found constructive expression best in an atmosphere of approval and self-confidence after job competence was reached.

Anxiety vs. Performance

Assuming the validity of EXHIBIT II, we posed the following question: "Is it possible to accelerate achievement to the competence level by reducing anxiety at a faster rate?" In other words, we wanted to know if it were possible to achieve the relationships illustrated by the dotted lines in EXHIBIT III.

Anxiety on the job is characteristically assumed to be the dependent variable, gradually dropping as competence is acquired. Might not the reverse be true? Might not competence increase as a result of anxiety being decreased? With such questions in mind, we decided to design an orientation program to reduce the anxieties of experimental groups of new employees:

EXHIBIT III. POSTULATED CONSEQUENCE OF ANXIETY REDUCTION



The next group of ten girls hired for bonding work on the second shift was chosen as the first experimental group. A control group was selected from the first and third shifts. Precautions were taken to avoid the "Hawthorne effect" of influencing behavior through special attention. (The "Hawthorne effect" was first reported by Elton Mayo and F. J. Roethlisberger in their experiments at Western

Electric. They noticed that improvements in operators' performance often followed simply from outsiders' taking an interest in them.) The control group was oriented in the customary manner and the experimental group through a revised approach. Neither group was told of the experiment, and members of both groups had no reason to think they were being subjected to special treatment.

Conventional Indoctrination

The control group went through the usual first-day orientation, which consisted of a two-hour briefing on hours of work, insurance, parking, work rules, and employee services. This session included warnings of the consequences of failure to conform to organization expectations and, though not intended as a threat, tended to raise rather than reduce anxieties.

Following this orientation, it was customary for a bonder to be introduced to her friendly but very busy supervisor, who gave her further orientation and job instruction. Unfortunately, the supervisor's detailed familiarity with the operations had desensitized him to the technological gap between them, and the following might be typical of what the operator heard him say:

"Alice, I would like you to take the sixth yellow chair on this assembly line, which is in front of bonding machine #14. On the left side of your machine you will find a wiring diagram indicating where you should bond your units. On the right-hand side of your machine you will find a carrying tray full of 14-lead packages. Pick up the headers, one at a time, using your 3-C tweezers and place them on the hot substrate below the capillary head. Grasp the cam actuator on the right-hand side of the machine and lower the hot capillary over the first bonding pad indicated by the diagram. Ball bond to the pad and, by moving the hot substrate, loop the wire to the pin indicated by the diagram. Stitch bond to this lead, raise the capillary, and check for pigtails. When you have completed all leads, put the unit back in the carrying tray.

"Your training operator will be around to help you with other details. Do you have any questions?"

Overwhelmed by these instructions and not wanting to offend this polite and friendly supervisor or look stupid by telling him she did not understand anything he said, the operator would go to her work station and try to learn by watching her peers on either side of her. But they, in pursuit of operating goals, had little time to assist her. Needless to say, her anxieties were increased and her learning ability was impaired. And the longer she remained unproductive, the more reluctant she was to disclose her wasted effort to her supervisor and the more difficult her job became.

Experimental Approach

The experimental group participated in a one-day program especially designed to overcome anxieties not eliminated by the usual process of job orientation. Following the two-hour orientation by Personnel, they were isolated in a conference room before they could be "initiated" by their peers. They were told there would be no work the first day, that they should relax, sit back, and have a coke or cigarette, and use this time to get acquainted with the organization and each other and to ask questions. Throughout this one-day anxiety-reduction session, questions were encouraged and answered. This orientation emphasized four points:

1. *"Your opportunity to succeed is very good."* Company records disclosed that 99.6% of all persons hired or transferred into this job were eventually successful in terms of their ability to learn the necessary skills. Trainees were shown learning curves illustrating the gradual buildup of competence over the learning period. They were told five or six times during the day that all members of this group could expect to be successful on the job.

2. *"Disregard 'hall talk.'"* Trainees were told of the hazing game that old employees played — scaring newcomers with exaggerated allegations about work rules, standards, disciplinary actions, and other job factors — to make the job as frightening to the newcomers as it had been for them. To prevent these distortions by peers, the trainees were given facts about both the good and the bad aspects of the job and exactly what was expected of them.

The basis for "hall talk" rumors was explained. For example, rumor stated that more than one half of the people who terminated had been fired for poor performance. The interviews mentioned earlier disclosed the fact that supervisors themselves unintentionally caused this rumor by intimating to operators that voluntary terminations (marriage, pregnancy, leaving town) were really performance terminations. Many supervisors felt this was a good negative incentive to pull up the low performers.

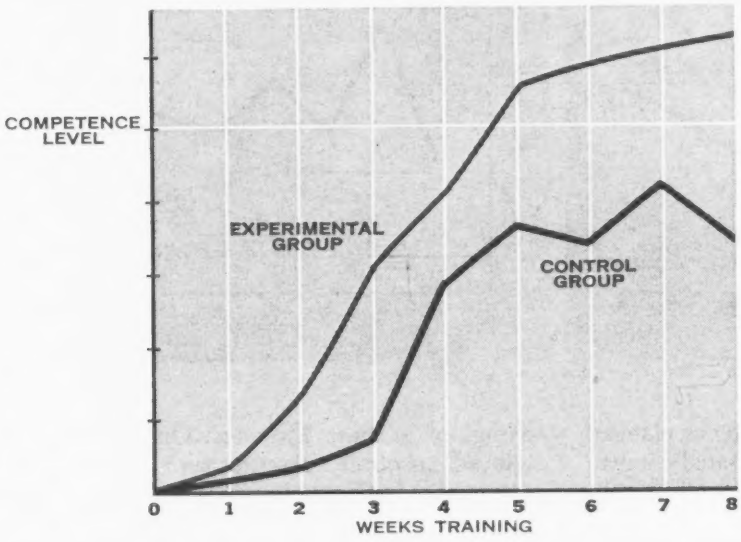
3. *"Take the initiative in communication."* The new operators were told of the natural reluctance of many supervisors to be talkative and that it was easier for the supervisor to do his job if they asked him questions. They were told that supervisors

EXHIBIT IV. ONE-MONTH PERFORMANCE LEVELS OF EXPERIMENTAL AND CONTROL GROUPS

	Experimental group	*Control group*
Units per hour	93	27
Absentee rate	0.5%	2.5%
Times tardy	2	8
Training hours required	225	381

realized that trainees needed continuous instruction at first, that they would not understand technical terminology for a while, that they were expected to ask questions, and that supervisors would not consider them dumb for asking questions.

EXHIBIT V. LEARNING CURVES OF EXPERIMENTAL AND CONTROL GROUPS



4. *"Get to know your supervisor."* The personality of the supervisor was described in detail. The absolute truth was the rule. A description might reveal that —

. . . the supervisor is strict, but friendly;

. . . his hobby is fishing and ham radio operation;

. . . he tends to be shy sometimes, but he really likes to talk to you if you want to;

. . . he would like you to check with him before you go on a personal break, just so he knows where you are.

Following this special day-long orientation session, members of the experimental group were introduced to their supervisor and their training operators in accordance with standard practice. Training commenced as usual, and eventually all operators went on production.

Significant Gains

A difference in attitude and learning rate was apparent from the beginning in the progress of the two groups. By the end of four weeks, the experimental group was significantly outperforming the control group, as shown in EXHIBIT IV. Note that the experimental group excelled in production and job attendance as well as in learning time.

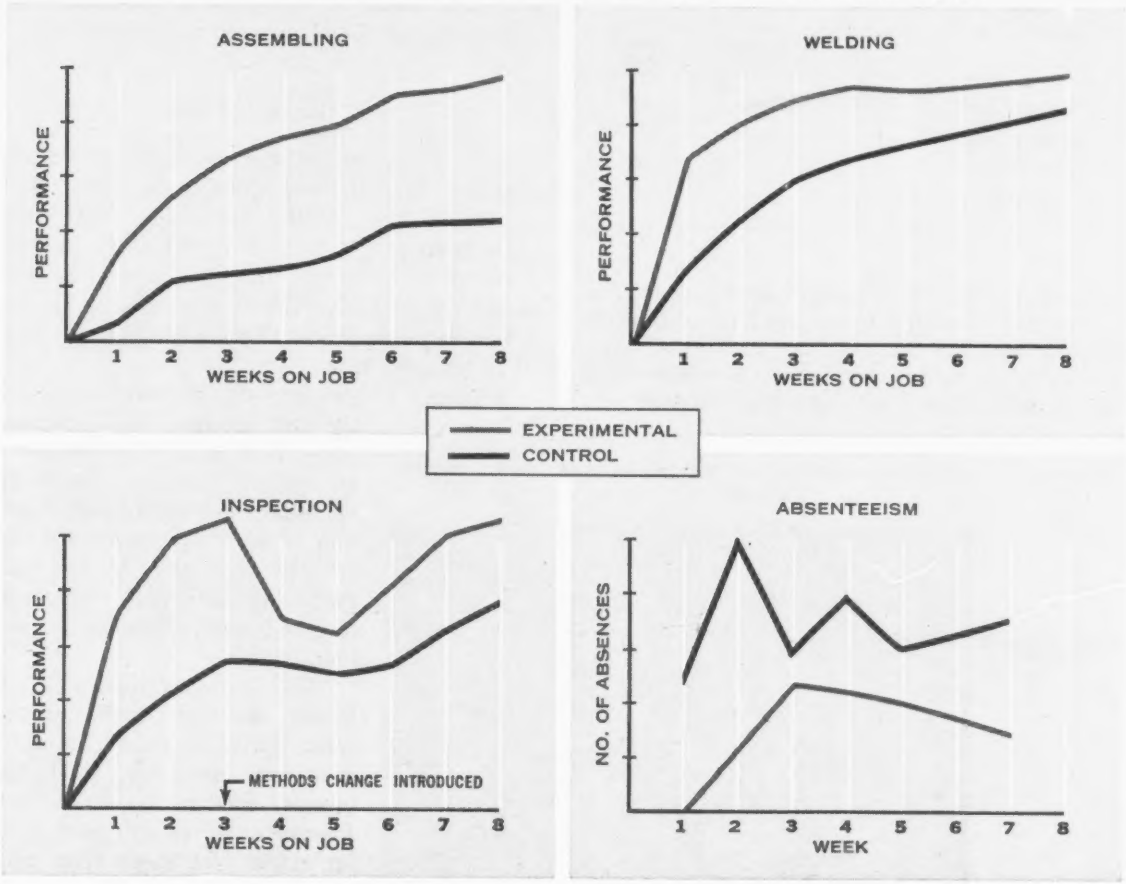
EXHIBIT V compares the learning curves of the two groups. It is interesting to note that when anxiety is minimized, learning appears to be almost a straight-line function of time, suggesting that the area between the experimental curve and the control curve represents learning time lag caused by anxiety.

When the experimental study began showing significant results, the anxiety-reduction process was used on additional groups. EXHIBIT VI shows performance curves reflecting similar results for more than 200 members of experimental and control groups for assembling, welding, and inspection; their absenteeism rates are also compared. It is interesting to note that the third week's methods change in the inspection department depressed the performance of the experimental group more than that of the control group, but the experimental group made a more rapid recovery.

Attaining Mastery

Now let us make a general observation: after an operator achieves an acceptable level of competence, further improvement depends on the nature of the incentive. The usual practice is to set labor standards somewhat in excess of the plateau which an operator can comfortably achieve in the short run. As noted earlier, standards traditionally impose an expectation about 15 percentage points above the competence plateau. However, there is a more positive

EXHIBIT VI. FURTHER COMPARISONS OF EXPERIMENTAL AND CONTROL GROUPS



incentive for surpassing the competence plateau. This is the opportunity for self-initiated creative effort. Let us look at some aspects of the TI experiment which bear on this.

In the integrated circuits groups without methods improvement, the motivated assemblers exceeded labor standards by about 15% to achieve what we term the "mastery level." Since the mastery level is usually attained after plateauing at the competence level, members of the control group seldom reached the mastery level before the fifth month.

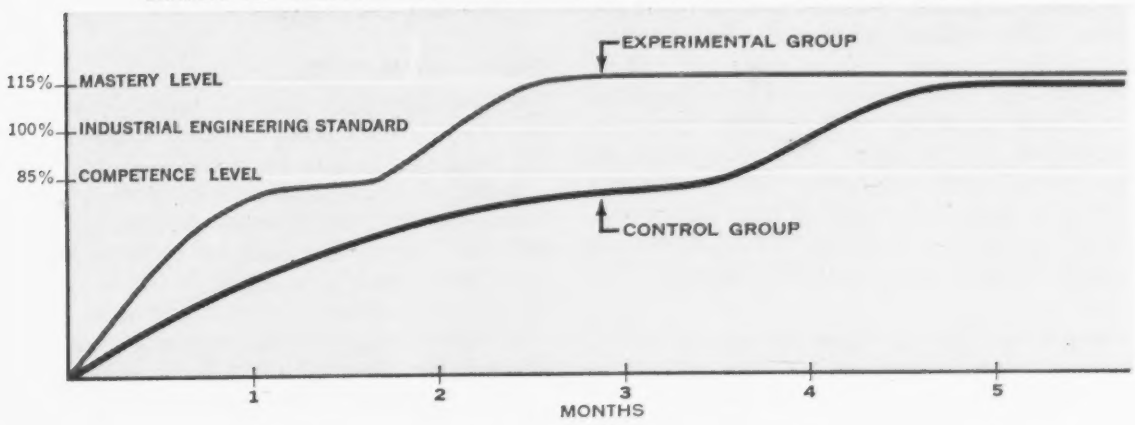
But in the experimental group, by contrast, the mastery level was achieved in two to three months.

As illustrated in the smoothed curves of EXHIBIT VII, the area between control group and experimental group curves represents an improvement in performance of approximately 50%. For 100 new hires in this department at TI, that gain was equivalent to net first-year savings of at least $50,000. On the basis of reduced turnover, absenteeism, and training time, additional annual savings of $35,000 were estimated.

Spread of Confidence

As trainees with less anxiety gradually became members of the regular work force, their attitudes began influencing the performance of the work groups they joined. The greater confidence of the new members seemed to inspire greater confidence among their older peers; also, their higher performance established a new reference point for stimulating the natural competitiveness which existed among members of work groups. Old peers were sometimes hard pressed to maintain a superiority margin between themselves and the rapidly learning newcomers. There was evidence of improvements in quality and quantity, not only among immediate peer groups, but also among adjacent work

EXHIBIT VII. MASTERY ATTAINMENT BY EXPERIMENTAL AND CONTROL GROUPS



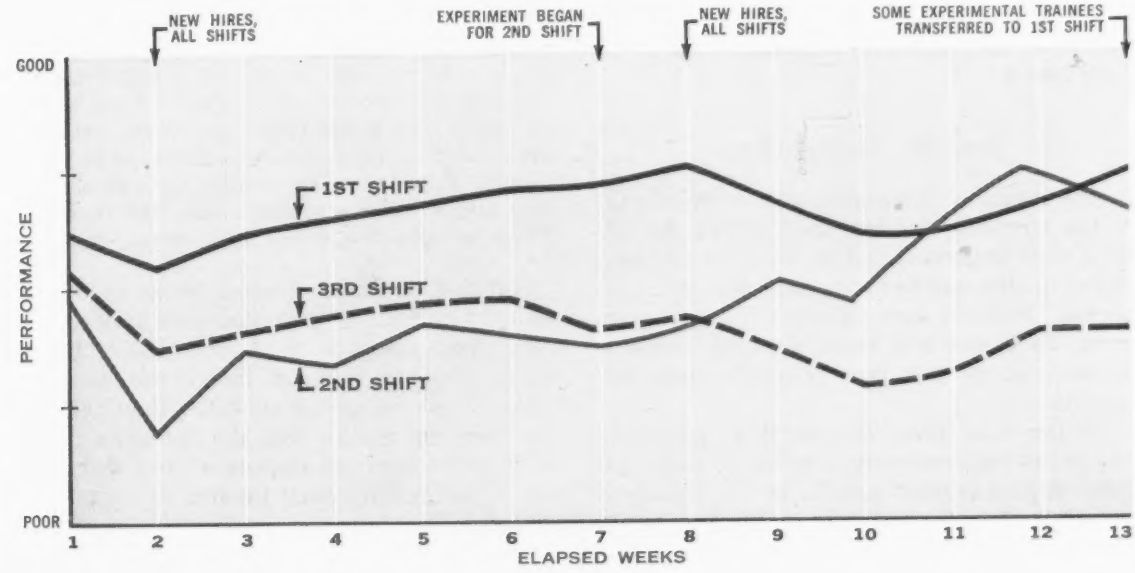
groups who were influenced through the informal social system in the plant.

The performance of an entire shift was difficult to measure because of changing methods and standards, but EXHIBIT VIII shows the results of putting 10 operators trained under the system among 60 workers on the second shift. The second shift, which for the previous seven weeks had had the lowest productivity, became clearly the highest producer five weeks after the experiment began. Although transferring some of the 10 experimentally trained operators to the first shift in the thirteenth week dropped the performance level of the second shift, the transfusion appeared to raise the performance level of the first shift.

Quality Improvement

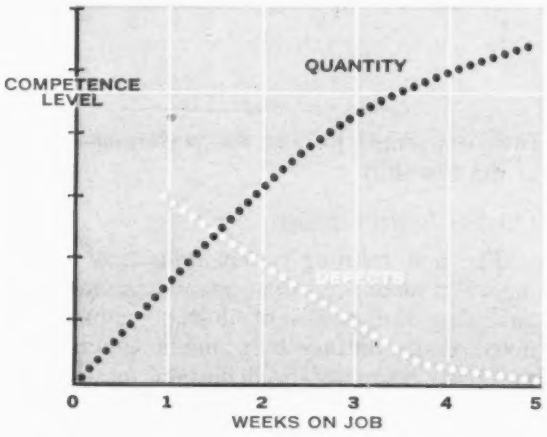
The new training system influenced performance in more ways than one. For example, in analyzing the causes of defects management noted that, contrary to common assumptions, the faster operators (by definition, master operators) were making fewer errors. The relationship of output to defects is shown in EXHIBIT IX; note that those trainees who exceeded the competence level within four weeks were usually making products with practically no defects.

EXHIBIT VIII. COMPARATIVE PERFORMANCE OF THREE SHIFTS



It had been the practice to subject all units to 100% inspection for nine specific reject criteria. This required one inspector for every two assembly operators. Master operators, whose defects were close to zero, were now permitted to submit completed units to quality assurance inspectors for lot inspection, thus bypassing the normal 100% inspection. The pride which these operators felt because of their accomplishment and because of being identified with the master operator group actually improved their

EXHIBIT IX. QUANTITY-QUALITY RELATIONSHIPS



product quality over the standards achieved through 100% inspection. The lot rejection rate dropped by a factor of five, and labor costs were lowered by 30%. Not only was pride in workmanship returned to the job, but an old manufacturers' axiom was validated: "Quality cannot be *inspected* into a product; it must be *built* into it."

Broader Implications

The results of this experiment are significant to the operating manager in terms of the criteria most important to him — reduced costs, higher quality, satisfied customers, and increased profits. Without improvements in these measures, no matter how noble the other motives, experiments of this type generally have low priority.

At the same time, because this experiment has led to improvements in terms of these traditional management criteria at TI, managers have become enthusiastically involved in its implementation and, in the process, have become the agents for other changes. Now let us look at some of these effects.

New Understanding

As managers have gradually become more sensitive to the relationship between attitudes and behavior, they have begun to seek a better understanding of the causes of attitude change. Motivation theory, which they had learned as an intellectual process in a company motivation seminar, has become meaningful for them as they observe its implementation in the work situation. Job enlargement and increased motivation through the application of behavioral theory in other groups has become interesting to them; and systems for measuring attitudes, teaching problem solving, goal setting, and providing performance feedback are now seen in new perspective. These new perspectives constitute a foundation for greater managerial effectiveness at all levels and in all functions.

Improved Training

It is interesting to note that, as managers reviewed the results of anxiety reduction for production personnel, they would observe, "You know, managers have anxieties, too. . . ." And many would volunteer descriptions of their own debilitating anxieties.

Why do supervisors have anxieties about their competence as supervisors? Primarily because of mistaken concepts of the proper role of a supervisor. This error is understandable in the light of the typical man's background:

> Approximately 60% of the first-line supervisory positions are filled by new college graduates. They reach industry after a life of conditioning in "superior-subordinate" relationships. After a long background of parent-child, teacher-student, officer-enlisted man experiences, it is normal for them to come to their first supervisory job with the notion that a leader is someone who "can do everything his subordinates can, only better."

Because of this traditional image of infallibility of leaders, the new supervisor understandably feels inadequate in his new role of supervising large numbers of individuals, most of whom know the operations better than he does. He does not realize that the operators recognize and accept his limitations and that it is futile and self-defeating for him to try to conceal them.

To help new supervisors gain early acceptance

of their limitations and a better understanding of their supervisory role, TI developed a plan for having operators train the supervisor! Working in pairs, operators (who have received trainer training) give the new or transferred supervisor his first orientation to the assembly line, acquainting him with the pitfalls traditionally encountered by new supervisors and defining his role as it is perceived by the operators. This innovative approach serves three basic purposes:

(1) It provides a supervisor with valid information directly from the persons who have the greatest knowledge of the operations.

(2) It provides assurance to the operators that the supervisor is properly qualified and acquainted with their problems. Because they get personally involved in his training, they will seek to make him successful.

(3) Most importantly, this approach to training is significant because of its impact on the values of the supervisor. A supervisor who, in his first experience as a manager, learns to expect and seek information from subordinates, and discovers that they are creative and responsible, is conditioned or permanently "programmed" to look to, and rely on, subordinates for assistance in solving problems. And, as Douglas McGregor and many others have pointed out, people tend to rise to properly delegated expectations of supervision. Supervisors who are programmed to have high expectations of subordinates are ideally suited for pursuing job enlargement.

Fluid Communication

A significant effect of the new orientation program is the encouragement of upward communication. In the final analysis, communication depends upon the behavior of supervisors who, through the language of action, provide a climate conducive to natural and informal exchange of information. It was as a result of sensitizing supervisors to the importance of listening and maintaining fluid communication channels at all levels that the following incident took place:

An operator approached a manager during coffee break and casually struck up a conversation about the "units with little white specks on them that leaked after welding." The supervisor asked, "What little white specks?" The operator pointed out that almost all of the units that leaked after welding had little specks on them, a fact unnoted before. Verifying and investigating this fact revealed that units were placed in plastic trays while still hot from a previous process; their heat caused many of them to fuse to the plastic container. Pulling them from the container caused the units to pull away a small amount of plastic, thus insulating them during the welding process.

Once this was discovered, the problem was solved simply by delaying the placing of units in the plastic trays until they had cooled sufficiently. This single suggestion reduced rejects by a factor of four for this product — a projected cost prevention of hundreds of thousands of dollars.

The point we want to emphasize here is that casual questions and observations of the type described take place only in an atmosphere of approval, genuine respect, and interest.

Conclusion

As the principles of the new approach have been adopted and adapted by other departments at TI, we have been able to gain new appreciation of the respective roles of managers and behavioral scientists. The manager should look to behavioral scientists not to solve his problems, but only to provide needed information about them. To ask the scientists to do more robs the manager of his charter and violates the very principle which he is expected to implement through job enlargement.

However, the behavioral scientist is operating within his proper realm of responsibility if he serves as a change agent by assisting managers in planning the application of theories and principles and by giving visibility to their achievements. Incidentally, there should be broader recognition that, as the previous discussion indicates, behavioral science applications can be measured in traditional production indexes as well as in the more nebulous criteria of morale and attitudes.

Important Effects

The approach described in this article has had important effects on TI's manufacturing department:

(1) It has made the department more effective by reducing costs and waste and by improving quality and profitability.

(2) It has made the workplace more attractive for the employees by reducing anxiety and making work more challenging. This has resulted in less reactive behavior, better attendance, and better utilization of talent.

(3) Supervisors are becoming more effective managers. As their involvement in anxiety reduction and job enlargement results in more responsible and creative behavior on the part of operators, supervisors learn to delegate with greater confidence. This in turn frees them from details which heretofore seemed oppressively inescapable so they can spend more time on higher level developmental work.

These gains do not, of course, happen independently but, rather, in a mutually reinforcing and circular way.

The new approach can, if applied broadly, reduce the costs of personnel administration. Outside their staffing responsibilities, personnel departments traditionally devote most of their efforts to administering supplemental benefits, working on collective bargaining, settling grievances, and, in general, dealing with causes of dissatisfaction. Dissatisfaction and preoccupation with so-called "maintenance" factors (that is, parking arrangements, fringe benefits, vacation schedules, and so on) are not usually a consequence of inadequacy of these factors but a symptom of thwarted motivation needs. People in jobs which offer opportunity for growth, for achievement, responsibility, and recognition, have little incentive to get sidetracked with peripheral issues and feel no need to seek the intervention of a labor union to "police" management. In fact, on a properly designed and delegated job in a suitable organizational climate, the employee is in a real sense a manager himself. His proprietary interest in managing his job gives him a sense of company identification that causes him to see unionism as a deterrent to his effectiveness. Hence, meaningful work eliminates the wastefulness of uninspired and reactive behavior and the cost of elaborate systems for dealing with dissatisfaction.

The rate of technological displacement — and hence the need for effective training — is increasing. This fact, in combination with the current labor shortage, the entry of more young people and minority groups into industrial employment, and the deployment of new plants domestically and internationally, means that management should place more emphasis on training and other personnel management innovations than ever before. Lessened turnover and accelerated learning curves constitute a significant advantage to companies that are able to achieve them.

U.S. business has been hard pressed to match international competition. Handicapped by the pay differential, American companies have met the challenge primarily through technical innovation and superior quality. They can also meet it with management innovation. A great deal can be accomplished in this way, as our experiences with accelerated learning and job enlargement demonstrate.

CUSTOMARILY, entrepreneurs are people who are in business for themselves. However, everyone who sells his services and talents to others is in a sense in business for himself; therefore, every individual member of a corporate group has a right to think of himself as engaging in private enterprise and as behaving essentially like an entrepreneur. He is an independent member of a society called a company who assists it to achieve certain goals and in return receives not only money but an opportunity to achieve personal goals. Instead of saying to himself, "I work for such and such a company," he might declare, "I work for myself, but I do it inside such and such an organization." In some companies it would clearly be impossible for such an attitude to develop or exist, but in view of the frequency with which employees change organizations today, it is apparent that many people have achieved this concept of themselves to a certain degree. They regard themselves as being basically in business for themselves wherever they can make the greatest contribution to overall objectives and receive the greatest personal satisfaction and rewards.

Charles L. Hughes, *Goal Setting: Key to Individual and Organizational Effectiveness*
New York, American Management Association, 1965, pp. 154–155.

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Section X - I. SUPPORTIVE LISTENING EXERCISE

Objectives:

1. Participants will learn the behaviors which are used when listening to another person talk about a problem, and the purposes of the listener are to encourage the other person to talk and to understand him and his problem as fully as possible.

2. Participants will practice the behaviors of supportive listening and receive feedback on their effectiveness.

3. Participants will experience talking about a problem to someone who is listening actively and supportively.

Time Required: One hour and fifteen minutes

Overview:

The staff identifies the criteria for effective supportive listening, describes the task, and subdivides the group into triads. Each member of each triad alternately functions as talker, listener, and observer for about ten minutes each. After each cycle, the listener receives feedback from the other two members on the behaviors he used as a listener. When the total group reconvenes, the staff initiates a brief discussion and critique of the activity.

Equipment and Materials:

1. Overhead projector
2. Prepared transparencies
3. Handouts:

   (a) Barriers and Gateways to Communication
   (b) Talking is Easy; Communicating is Not

Section X - I. Listening Exercise

Discuss briefly with the group the need for effective listening to someone with a problem:

1. It increases your understanding, especially of underlying feelings.

2. The speaker feels understood.

3. The speaker often feels better after "getting it off his chest"; you don't always need to suggest a solution.

4. The speaker feels accepted as a person, even if you have to disagree with him in the end.

5. The listener will be more respected by the speaker.

Talk to the group briefly about the key aspects of effective listening, using the appropriate transparencies.

1. Don't interrupt, even during brief silences.

2. Indicate your interest and understanding - an occasional nod of the head, or repeating the last word or phrase after a long silence. Look at the speaker.

3. Don't evaluate; neither agree nor disagree; withhold judgment until the speaker has finished. Expressing your opinion tends to shut off the flow.

4. Listen for the feelings as much as the words; focus on the feelings.

5. Use questions only to increase your understanding of to encourage the speaker to continue talking; not for changing the subject, offering your own opinions in disguise, or attempting to persuade the speaker of some viewpoint.

6. Don't give advice unless specifically asked, and not then unless the speaker has thoroughly explored his feelings; if asked, turn the question back to the speaker -- "How do you feel about it?", "Can you think of any possibilities?, etc.

7. Check for understanding by restating the speaker's feelings in your own words.

X - I. Listening Exercise (cont'd.)

Break the group into triads. Each member is to spend ten or fifteen minutes talking about those aspects of his own performance in his job that dissatisfy him the most. An example might be something about his own behavior he would like to change, but any problem he is concerned about will do. While Member A talks, Member B will function as the interviewer, and Member C will observe. At the end of the period, all three can discuss briefly the effectiveness of the procedure and share feedback. Then the roles are switched and the process repeated, until each member has been an interviewer. The total group should reconvene in about 45 minutes. At that time, offer the opportunity for comments.

Section X - J. INTROSPECTIVE QUESTIONS: "A PRIVATE TALK WITH MYSELF"

Objectives:

1. Participants will make written responses for their own use to six questions on the subject of their ways of relating to others and possible needs for change.

2. Participants will be reinforced in setting personal goals toward increased interpersonal effectiveness as the result of their introspection and responses to the questions raised in the exercise.

Time Required: One-half hour

Overview:

A staff member presents six questions, one at a time, allowing several minutes on each question for participants to think about the question and make written responses in their notebooks. The questions are designed to induce critical introspection by participants on issues of openness and change in interpersonal relations.

Equipment and Materials:

1. Overhead projector
2. Prepared transparencies
3. Handouts of the questions

A Private Talk with Myself

Ask each participant to open his notebook to a sheet of blank paper and write the above heading at the top of the page.

Emphasize that what is to follow is for the personal use of each participant only; that he will be writing to himself only the answers to some questions.

Tell them not to copy the questions; that they will receive copies later.

Tell them that about four or five minutes will be allowed for each question. As the exercise proceeds, you can judge when to reveal the next question by observing whether nearly all participants have stopped writing.

Use the appropriate transparency on the projector with a sheet of paper underneath it. Pull the paper toward you enough to reveal one question at a time. Read the question aloud. You may need to paraphrase some of them or offer explanatory comments; some participants may not be clear on the meaning of a word or question.

At the conclusion of the exercise, pass out copies of the questions.

A PRIVATE TALK WITH MYSELF

1 HOW OFTEN DOES MY APPROACH TO ANOTHER PERSON RESULT IN REACTIONS DIFFERENT FROM THOSE I INTEND (AND NEED) IN ORDER TO MEET MY GOALS? WHEN I HAVE A PROBLEM WITH ANOTHER PERSON, HOW OFTEN DO I STOP TO THINK WHAT MIGHT BE COMING FROM MY CHAIR THAT CONTRIBUTES TO THE PROBLEM INSTEAD OF TO THE SOLUTION? DO I NEED TO CHANGE IN THIS RESPECT? HOW?

2 HOW OPEN AM I TO RECEIVING INFORMATION ABOUT HOW MY APPROACHES AFFECT OTHERS? HOW CAN I INCREASE MY OPPORTUNITIES FOR THIS KIND OF LEARNING?

3 DO I TEND TO USE LABELS AS A SUBSTITUTE FOR SEEKING TO UNDERSTAND? DO I PROBLEM-SOLVE, OR PLACE BLAME? IF SO, WHAT AM I GOING TO DO ABOUT IT?

4 AM I WILLING TO TALK WITH OTHERS ABOUT THE IMPACT OF THEIR BEHAVIOR ON ME? CAN I SHARE THIS INFORMATION WITH CONSTRUCTIVE INTENT, IN WAYS THAT MINIMIZE FEELINGS OF CRITICISM AND THREAT, AND SHOW CONCERN FOR THEIR FEELINGS AND NEEDS? WHAT DO I NEED TO WORK ON HERE?

5 AM I WILLING TO TOLERATE THE RISK OR DISCOMFORT OF SELF-SCRUTINY IN THE INTEREST OF PERSONAL GROWTH? CAN I SEEK OR ACCEPT HELP IN THIS AREA, OR WOULD I BE AFRAID OF SEEMING WEAK OR DEPENDENT?

6 WHAT WILL I TRY TO DO DIFFERENTLY NEXT WEEK AND IN THE FUTURE IN THE WAY I SUPERVISE? WHAT CHANGES WILL INCREASE MY EFFECTIVENESS WITH OTHERS?

Section X - K. LECTURE/DISCUSSION: "GIVING AND RECEIVING PERSONAL HELP"

Objectives:

1. Participants will recognize the value of becoming better informed about others' perception of and reactions to their own behavior.

2. Participants will recognize the need to share their reactions to others' behavior in a constructive manner.

3. Participants will differentiate between helpful and non-helpful exchanges of feedback about their own and others' behavior.

4. Participants will become sufficiently convinced of the value of exchanging feedback that they will be willing to engage in doing it in the program.

Overview:

A staff member makes a brief presentation on the values to be gained from the constructive exchange of behavioral feedback, identifies some of the difficulties, and provides some ground rules to differentiate between what methods and content are appropriate and constructive versus some that are not. Comments and discussion are solicited from participants.

Equipment and Materials:

1. Overhead projector
2. Prepared transparencies

FEEDBACK FOR BEHAVIORAL LEARNING

The answer to the question, "How am I doing?" is often a bothersome aspect of our relationships with others; sometimes it ought to be bothersome even when we don't consider it. If we want to increase the effectiveness of our relationships with others or the work we do with them, one of our needs is to be as fully aware as we can be of our behavior and how it affects others. This is true of any relationship where we want to influence either the relationship itself or the results of the relationship. In other words, it applies to relationships where our feelings about each other are of prime importance and also to relationships where the accomplishment of a task is of primary importance and the relationship itself is secondary. Even in circumstances where we may not care, in a personal sense, how other individuals may feel toward us, we need to be aware of the effects of our behavior on their attitudes and actions if we are attempting to exert constructive influence on a situation and its outcome,whether on the job or in other settings.

Learning about the effects on others of our behavior is not always easy. Our society has a built-in system of ground rules about what is considered "proper" in talking to others openly about how they affect us -- especially about behavior that affects us in a negative way. These unwritten rules are rooted in perfectly reasonable ideas about respecting other people and not hurting each other's feelings, but they make it difficult for us to discover the effects of our own actions on others. Furthermore, we may be concerned about what the other person may say to us or how he may feel toward us if we become candid in letting him know how his behavior affects us. There is a self-protective aspect involved if we engage in giving feedback to others about their behavior - we may then hear things about ourselves that might bother us (and sometimes even positive feedback may be embarrassing or disturbing).

Nevertheless, if we are to learn to behave in ways more appropriate to our goals, we do need feedback on the results of our actions. (Most of us know people who continue the same ineffective behavior patterns time after time in their relationships with others; in many cases, they are simply unaware of their impact on others).

How to resolve the dilemma? One possibility is to consider the idea that when we are less than candid in our responses to another person, we are depriving him of information which can be valuable to him. By not leveling with him we may be allowing or encouraging him to reach false conclusions about his behavior, his work, or the people around him. This borders on an uncaring attitude and dishonesty by default, which we hardly consider virtuous.

There is another aspect to consider. Who are you trying to help, yourself or the other person? If your motivation is a genuine desire to share information with him so he can become more effective, or get a clearer picture of himself, or understand your reactions better, this is quite different from a desire to

attack him, punish him, or make yourself look intelligent or insightful. Our motives are often much clearer to others than we think they are, and our motivation in giving feedback is likely to be sensed by the receiver and to affect his ability to hear it and his willingness to accept it.

Suppose we have decided that the value of the learning outweighs the psychological "risks" of exchanging feedback, and we are motivated by a desire to help others (and be helped by them when they give us feedback about our own behavior). Then what? There are some other considerations that influence the usefulness of the feedback process as a means to increased effectiveness. A number of factors are suggested below which are characteristic of helpful feedback.

1. It is descriptive, not interpretative or judgmental. The object is to provide the receiver with data; he can then draw his own conclusions. If judgments of him or his behavior are included, he is much more likely to become defensive and reject the feedback. The descriptive data may be objective or subjective. Objective data would include descriptive information about things he did (or didn't do); subjective data would be your own feelings about what he did or didn't do.

2. It is informational, not advisory. The intent is not to tell someone how to behave or how to solve a problem, but to provide him with additional information which he can use in making up his own mind about whether or how he might want to change.

3. It focuses on the "whats" of behavior, not the "whys". The objective is to provide the receiver with data about his behavior, not an analysis of his motives. Furthermore, speculation about another's motives is just that -- guesswork. While it may be all right occasionally to hazard a guess about someone's motives, we must be clearly aware that it can't be more than a guess, and label it as that. We often don't know why he did what he did, but we know how it made us feel, and this information can be valuable to him.

4. It focuses on what he does, not what he is, and is specific rather than general. Telling another person he is a bully attacks him as an entire person. Furthermore, this kind of feedback tells him nothing about the specific behavior which creates the image of a bully, and it avoids clear identification of your own feelings. To say, however, "In our discussion a few minutes ago, you constantly interrupted other people and criticized their ideas in a hostile, attacking way, and I feel angry about it," conveys information about specific behavior and your own feelings about it. This approach avoids overgeneralized negative impressions which put him down as a total person, and it gives him a specific, more acceptable basis for thinking about his actions.

5. It is balanced; positive feedback is needed as much as negative feedback. We need to know clearly all the responses to our actions, not just the negative ones.

6. It is directed toward behavior he may be able to do something about. Negative feedback about something over which a person has no control simply generates frustration or antagonism without the possibility of constructive change.

7. It is checked out to see if the communication has been understood in the same way by both the giver and receiver. One way to do this is to have the receiver state in his own words his understanding of what he heard and see if it is what the giver meant.

8. In a group setting, it is desirable to get the impressions of others besides the original giver, to provide a better idea of accuracy; any one of us may unknowingly distort our feedback to others because of our own perceptual "filters" and biases. The receiver needs a check on the ways his behavior is seen and reacted to by others to help determine if it is "just one guy", or whether the data is probably valid.

In summary, we could say that the exchange of helpful feedback can provide each of us with the kind of guidance that helps us get results that are closer to those we want, with less unintended, undesirable consequences from our behavior and actions.

-- Rufus Allen

X - K. Giving and Receiving Help; Exploring Personal Supervisory Styles

This is essentially a feedback exercise with dual goals:

1. To give participants an opportunity to learn more than they may have before about how they are seen by others.

2. To provide a chance for participants to practice effective leveling in a helpful way about other people's behavior and their reactions to it.

Announce the exercise and describe the goals to participants. Review briefly some of the characteristics of helpful, effective feedback and comment on the need to know how our behavior affects other people if we are to increase our effectiveness in our relationships with them.

Instruct them as follows:

> In small groups, one person at a time is to act as a listener while the others in his group talk about his supervisory style and approaches to dealing with others. During this period he is to make notes (for his own use only) and is not to speak unless he needs clarification; he is not to explain, defend, or attempt to clarify any of his own behavior. The other participants may use any data they wish and may refer to the Emotional Styles paper, the Johari Window, or anything else they may feel would be helpful. It may be helpful to think of the listener as though he were to be your supervisor beginning next week and talk to him about the strengths and problems you would foresee. When they have finished, the listener may then respond in any way he wishes. When the group has offered all they can to one listener, a new listener is chosen, until each member of the small group has been a listener. However, if any group member does not want to be a listener he may pass. Spend as much time as you need on this activity. When you come back to the full group, any reactions you would like to share will be welcome.
>
> Divide the group into two subgroups. If there is a boss-subordinate relationship present, assign those two participants to separate subgroups unless they specifically request assignment to the same one. Attempt to balance the sub-groups as much as possible in terms of openness and emotional style. When the total group reconvenes, solicit reactions; if time permits, and the participants are responsive, the exercise can be carried over into the full group with benefit.

Note: Depending on the group climate and motivation to carry out this exercise, it may be desirable for the staff to participate in the exercise itself, either for the first fifteen minutes or so to help them get started, or throughout the full exercise to facilitate the process and minimize tendencies toward flight. The handout is best distributed at the close of the exercise; otherwise, it may be inhibiting to verbal transactions among participants.

Section X - L. SOLICITATION OF PARTICIPANT REACTIONS TO OVERALL PROGRAM

Objectives:

1. The staff will receive additional verbal and written reactions to the program as a whole, to specific parts of the program and to the manner in which it was presented.

Time Required: One-half hour.

Overview:

The staff solicits any and all verbal reactions the participants will share regarding any feature of the program, including staff behavior. After this discussion, participants are requested to fill out a reaction sheet to provide a summary of uniform design of the overall reactions.

Equipment and Materials:

Handout: MAP Participant Reaction Questionnaire

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GEORGE B. AUTRY, EXECUTIVE DIRECTOR

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TRAINING CENTER

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MAP PARTICIPANT REACTION QUESTIONNAIRE

In a few weeks, after you have had time to think over our activities of the past several days, we will be asking you to complete a fairly detailed reaction checklist. At the same time, we believe we can learn some lessons from your immediate feelings about the program. Please complete this page -- it need not be signed -- and return it to one of the MDC people. Thank you.

1. How helpful was the program in increasing your understanding of the problems of disadvantaged people? (Check the appropriate number.)

   (1) Not at all (2) Very little (3) Somewhat
   (4) Very helpful (5) Extremely helpful

2. How helpful was the program in pointing out potential problem areas which might develop as your company/agency deals with/employs the disadvantaged?

   (1) Not at all (2) Very little (3) Somewhat
   (4) Very helpful (5) Extremely helpful

3. How helpful was the program in pointing out possible approaches for the solution of such problems?

   (1) Not at all (2) Very little (3) Somewhat
   (4) Very helpful (5) Extremely helpful

4. How well was the program presented?

   (1) Quite poorly (2) Poorly (3) Fair
   (4) Well (5) Very well

5. The overall program was:

   (1) Very dull (2) Dull (3) So-so
   (4) Interesting (5) Very interesting

6. As a result of the program, do you think your on-the-job behavior is likely to change in any way:

   (1) Yes (2) No

   If "yes," how?

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